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ABSTRACT

Presented is a sequenced instructional program in physical education which constitutes the third of a three-phase, 4-year project, funded by Title III, for handicapped children, preschool through high school levels, in the Los Angeles Unified School District. Described are the project setting and the following accomplishments: a curriculum guide to activities in five areas, 75 single concept S8 mm film loops and accompanying audio cassettes. Results of the kits' use and plans for a followup study are discussed. The program is presented in five color coded sections covering development of motor and movement, playground and recreation, rhythmic, swimming, and physical fitness skills. Typically included in each section are an introduction, scope reviews, suggestions for teachers, list of values, safety measures, and directions for pretesting and posttesting. Goal and charts are given which specify objectives for skills and provide spaces for dates of attainment and comments. Each skill area is presented in terms of goal, objective, level sequences (teaching progression) suggestions for lesson implementation, source materials; and codes. Provided is a list of 265 resource materials including books, pictures, phonograph records, and films. Included in the appendixes are assessment charts for five areas, film and cassette evaluation forms, and film/cassette descriptions (including length, summary, and narration) for the following areas (number of films are in parenthesis): motor and movement skills (15); playground and recreation skills (20); rhythmic skills (four); swimming skills (six); physical fitness (five); and early childhood films (15). (MC)

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FINAL REPORT
Project No. 14-2709

A SEQUENCED INSTRUCTIONAL PROGRAM IN PHYSICAL EDUCATION FOR THE HANDICAPPED
PHASE III
Producing and Disseminating Information Packages

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Bureau of Education for the Handicapped
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
United States Office of Education

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FINAL REPORT
Project No. 142709
Grant No. OEG-0-9-142709 (607)

A SEQUENCED INSTRUCTIONAL PROGRAM IN PHYSICAL EDUCATION FOR THE HANDICAPPED PHASE III

PRODUCING AND DISSEMINATING DEMONSTRATION PACKAGES

Dr. Dorothy B. Carr, Principal Investigator
Lyonel D. Avance, Project Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT

Los Angeles, California

September 29, 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
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Office of Education
Bureau of Research

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Gratitude is offered to additional consultants who provided services in the development and review of materials. They are Dr. Genevie Dexter, Dr. Walter Crowe, and Dr. Daniel Arnheim.

Most of all we thank the remedial physical education teachers who met with project staff twice monthly to examine materials as they were being developed, and who worked with us in the planning and filming of the 8mm loop films. These teachers made us welcome in their schools, gave abundantly of their time, and helped us solve many problems. This group includes: Claire Adler, Cheryl Alleman, Jay Alleman, Dennis Basso, Tim Bays, Karen Depaw, Connie Engvall, Jack Goldsmith, Herbert Haas, Sidney Hallburn, Ron Hastings, Charles Hayes, Kris von Hoetzendorff, Pamela Jackson, Barbara Liberti, Jeanne Mueller, Janice Milgrim, Anthony Musica, Gene Newman, Ronald Riccitelli, Maria Rodriguez, Harry Schwartz, Edward Smith, Eleanor Smith, Revella Smith, Gloria Tyner, Enid Wassner, Waldon Williams, and Patty Yamano.

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Lyonel D. Avance

Lyonel D. Avance
Project Coordinator

Dorothy B Carr

Dorothy B. Carr
Principal Investigator

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I. PROJECT ABSTRACT

This report is the culmination of a four year, three phase research and demonstration project funded under Public Law 88-164, Title III, Project No. 14209. The time-line for the three phases of the project was as follows:

Phase One	February 1969 to December 1970
Phase Two	December 1970 to July 1972
Phase Three	July 1972 to September 1973

The products of the project are now being used to reorganize and reconstitute remedial physical education offerings for handicapped pupils in the Los Angeles Unified School District.

A. OBJECTIVES

1. Phase One

The objective during Phase One was to develop and field test a comprehensive physical education program of sequenced instructional actitivies, together with teacher guidelines, appropriate for handicapped pupils from preschool through high school. The sequenced instructional activities were to include five areas of physical education, and implementation suggestions to teachers, as well as references available for additional information. The five areas were to include: motor and movement skills, playground and recreation skills, rhythms, swimming skills, and physical fitness. In addition the sequenced materials were to provide appropriate physical education activities for all categories of handicapped pupils. Further the physical education activities were to emphasize remediation of deficiences and development of the less permanently afflicted parts of the body. Finally, individualization of instruction was to be incorporated in each of five areas.

2. Phase Two

The objective for Phase Two was to produce and field test, in each of the five skill areas, fifty S8mm single-concept loop films, with accompanying cassette tapes, in conjunction with the sequenced instructional activities developed in Phase One.

3. Phase Three

The objective for Phase Three was to develop an information dissemination package which would provide guidelines for and facilitate the use of: The Sequenced Instructional Programs in Physical Education for the Handicapped, and the audio and visual media developed to accompany these programs. In addition Phase Three was to provide for the development of a sound film strip designed to explain both visually and aurally the content of the package and the use of materials.

B. ACCOMPLISHMENTS

1. Phase One

A developmentally sequenced physical education program for handicapped children was outlined in an instructional guide titled, *Sequenced Instructional Programs in Physical Education for the Handicapped* (See Appendix E). Ten single concept S8mm Film loops and 10 synchronized audio-tape cassettes were produced to provide for individualization of instruction. *The Sequenced Instructional Programs in Physical Education for the Handicapped*, as well as the audio-visual film loops and tapes were field tested in 12 Special Education Division schools. For more detailed information, see Final Report Project 142709, submitted December, 1970.

2. Phase Two

To support the sequences developed in Phase One, fifty additional S8mm film loops and accompanying tape cassettes were produced. These materials were first field tested and evaluated in 14 special schools, and then assembled into instructional kits to be used by physical education teachers in Special Education Division schools. For more information, see Final Report Project 142709, submitted July, 1972.

3. Phase Three

a. A special set of 15 physical education S8mm loop films and accompanying tape cassettes were produced for use with very young (preschool) handicapped children. These materials were field tested in 16 schools, evaluated revised and duplicated.

b. An Information Dissemination Package was developed which presented a curricular program of sequenced instruction in physical education for the handicapped, and provided audio and visual media to support the program. Each Package contained a physical education curriculum guide, 65 S8mm film loops with accompanying tape cassettes and a sound film strip explaining the use of the program for more information and a detailed list of contents (See Appendix A).

c. Information Packages were distributed to 50 State Departments of Education, 12 Special Education Instructional Material Centers, and to 16 of the Districts Special Education Division Schools.

II. PROJECT SETTING

A. COMMUNITIES

1. Los Angeles City Unified School District

The school system is comprised of twelve Areas, preschool through twelfth grade, an Adult Education Division, and a Special Education Division. All are administered by one Board of Education composed of seven members who are elected for four year terms by the electorate living within the system. Each of the Areas is decentralized while the Adult Education Division and the Special Education Division remain centralized. The Unified District encompasses 710 square miles and supports 437 elementary, 76 junior high, 58 senior high, 21 special and 29 adult schools.

2. Los Angeles County Schools (Excluding Los Angeles City)

The County of Los Angeles encompasses an area of 4,083 square miles extending from Lancaster on the north to Long Beach and San Pedro on the south, and from Malibu and Santa Monica Beaches on the west to Pomona on the east. There are at present within the County 96 school districts comprised of 37 Unified, 8 High School, 40 Elementary School, and 10 Junior College Districts. These districts, excluding Los Angeles City Schools, support a total of 1130 individual schools.

B. THE PUPILS

Enrollment in the Los Angeles City and County Schools, as described in the sub-sections below, shows the City School District to be the nation's second largest school system.

1. Los Angeles City Unified School District (1972-73)

Schools	Pupil Enrollment
Area A Schools (K-12)	73,785
Area B Schools (K-12)	57,417
Area C Schools (K-12)	59,588
Area D Schools (K-12)	46,155
Area E Schools (K-12)	49,927
Area F Schools (K-12)	40,434
Area G Schools (K-12)	45,092
Area H Schools (K-12)	36,434
Area I Schools (K-12)	47,645
Area J Schools (K-12)	41,523
Area K Schools (K-12)	57,449
Area L Schools (K-12)	58,204
Elementary and Secondary Schools and classes for the Handicapped	20,414
Total L.A. City Unified School District	619,037

2. Los Angeles County Schools (Excluding Los Angeles City)

The 96 school districts throughout the county of Los Angeles enrolled, in 1971-72, over 1,500,000 pupils in its elementary, high, adult, and special schools. The following table shows pupil enrollments according to school level.

Schools	Pupil Enrollment
Elementary Schools (K-8)	976,010
Senior High Schools (9-12)	421,223
Adult and Special Schools	181,284
	1,578,517

3. Special Education Pupil Populations Directly Served by the Project

In the Los Angeles City Schools, during 1972-73 over 27,000 exceptional children were enrolled in special education schools and classes. These pupils, most of whom are served by the Division of Special Education through special instructional programs and services, include those with handicaps of vision, hearing, speech, or other severe physical limitation; those with marked mental retardation; those with limitations in educational abilities; and those with social and emotional difficulties. Of these 27,000 pupils, 3,000 are multi-handicapped, while over 7,000, classified as educable mentally retarded, are enrolled in special classes within the regular Area schools of the district.

During 1968-69, the districts within the County of Los Angeles, exclusive of the Los Angeles City Unified School District, enrolled over 36,000 pupils in various special education schools and classes. The instructional services and programs for the variously handicapped children are similar to those for the Los Angeles City Unified School District.

Indicated in the two tables below according to type of handicap, are pupil enrollments in special education programs for the Los Angeles City and County Schools respectively. The Los Angeles City enrollments are for 1971-72 while those for the County are for 1968-69.

a. Los Angeles City Unified School District 1971-72

Handicaps	Enrollments
Speech Impaired	12,300
Crippled	2,600
Visually Handicapped	560
Deaf	920
Hard of hearing	380
Educationally Handicapped	1,800
Trainable Mentally Retarded	1,700
Educable Mentally Retarded	7,400
TOTAL SPECIAL EDUCATION L.A. CITY SCHOOLS	27,660

b. Los Angeles County Schools 1968-69 (Excluding L. A. City)

Handicaps	Enrollment
Physically Handicapped	16,600
Educationally Handicapped	7,600
Trainable Mentally Retarded	1,900
Educable Mentally Retarded	10,600
TOTAL SPECIAL EDUCATION L.A. COUNTY SCHOOLS	36,700

C. THE PROBLEM

During the last decade, considerable attention has been focused on the physical fitness of American children and youth. Chiefly as a result of studies by Campbell and Phondorff (7), Knutgen (28), and Kraus and Hirschland (29), serious doubts have been raised concerning the strength and physical vitality of the young people of this country. The AAHPER Youth Fitness Test Manual (1), published in 1958, provided national norms on a battery of seven motor performance tests for normal boys and girls ranging in age from 10 to 17 years. In 1965, revised norms (19) were released based on the same test battery. It is becoming evident that present norms of physical fitness and ability for normal children do not appear to be appropriate for assessing physically and mentally handicapped children.

Benton (5) has stated that a genius can afford to be a "motor moron", but a person whose intellignece quotient measures 50, cannot. In fact, many educators and researchers feel that the retardate's ability to perform motor skills may well determine whether he will attain a reasonable degree of social competence.

Handicapped children, who in general, have great difficulty engaging in abstract thought processes and organizing written and verbal information, seem to learn primarily by doing. Thus while motor ability and physical ability may be important to the "normal child", in the life of the handicapped child it is of paramount importance. For this reason, the establishment of adequate criteria for assessing basic motor and other physical skills of mentally and physically handicapped children, could have significant implications. Such a set of criteria could provide means for prescribing individualized remedial physical education training programs for these handicapped children.

Many physical education teachers of children in regular schools and classes are very cautious when attempting to provide similar activities for children with physical handicaps. On the other hand, many teachers qualified in special education have not had preparatory courses in physical education for the handicapped. Thus, it is easy for such teachers to excuse pupils with handicaps from physical education or to give them a rest period. Throughout the nation, many handicapped youngsters may be found in regular classes whose teachers lack the background to meet their special individual physical education needs.

One effective method for resolving this difficulty is a form of audio and/or visual instruction that can be used by the pupil as an auto-instructional device under the supervison of the teacher. This method more effectively individualizes physical education instruction for those children with special needs due to their handicaps. It is said that a good picture is worth a thousand words. Such audio-visual materials can reassure a teacher who is insecure (when working with the handicapped) with regard to instructional procedures that will help the child's physical development.

During the course of this project, such audio-visual materials, together with appropriate sequenced curriculum guides were developed for school-age handicapped children during Phases One and Two. During Phase Three a similar development for preschool handicapped children was developed, and in addition, all developed materials were disseminated throughout the country to persons who are in a position to make the best use of them with handicapped children.

D. PREVIOUS STUDIES

Several studies give ample evidence that the present standards for assessing the physical fitness and motor ability of normal children inappropriate for mentally retarded and physically handicapped children.

1. Studies on Mentally Retarded

Generally, studies in this area are prompted by one of the following two basic hypotheses: (a) motoric function is a primary means through which the mentally retarded may be educated, and in which they generally evidence less deficiencies than in verbal and cognitive functioning; therefore, one should thoroughly explore their motor abilities, or (b) improved fitness and motor ability may enhance the retardate's general feeling about himself, which can result in an improvement of his aspiration level that is ultimately reflected in higher performance scores on tests purported to evaluate mental functioning.

Investigations by Hayden (21) and Francis and Rarick (16), based upon the first hypothesis, have explored the physical fitness of retardates; and their findings point to the fact that the retarded are from two to four years deficient in muscular strength and endurance when compared to normal children who have been tested on these same attriibutes. Oliver (34), utilizing the Sloan revision of the Lincoln-Oseretsky Test (40), a 30 item battery which evaluates both fine and gross motor control, also found motoric deficiencies in retarded children when compared to a control group of normal children. The most deficient group of retardates when evaluated on motor ability scales, was found by Cratty (11) to be children evidencing Down's Syndrome.

Based on the second hypothesis, both Oliver (34) and Shotick and Thate (38), have presented findings which suggest that improvement in mental measures may be affected through participation in motor activities. The authors suggest that this may be due to a generalized effect involving an enhancement of the children's self-confidence resulting from their improved ability. Such studies as those of Corder (9), Nunley (33), and Oliver (34), also provide evidence indicating that retarded children may directly or indirectly gain intellectual and social stimulation through physical activity.

2. Studies on Multihandicapped

Several studies, such as those by Brace (6), Francis and Rarick (16), Howe (23) and Thurstone (43), give ample evidence that the present standards for assessing the physical fitness and motor abilities of normal children are inappropriate for mentally retarded and multihandicapped children. In fact, there appear to be no acceptable standards currently available for assessing the motor proficiency and physical fitness of handicapped children. Yet, presumably, these children also engage in physical education instructional programs.

3. Studies on Preschool and Nursery

Kirk and Johnson (27) outlined a preschool program for mentally retarded children that included motor play In this setting, activities involving gross motor skills fine motor skills, and coordination should be stressed. The children should be given the opportunity to develop sensory tracking to motor clues. Pre-academic skills which include certain concepts such as up, down, in, out, over, under, and other spatial relationships may best be learned in motor activities. In addition Sears and Dowley (38) reviewed research on teaching in the nursery school. After searching the literature regarding aims of the early education setting, Sears and Dowley listed among other specific aims of early education the . . . learning of motor skills and confidence: climbing, running and jumping, balancing and learning to use the body effectively.

E. THE NEED

From these children's standpoint, therefore, it was felt important that adequate procedures for remediation, e.g., sequenced instructional programs and audio-visual materials, be developed and made available to all teachers responsible for providing physical education instruction to these children.

III. THE FIRST TWO PHASES OF THE PROJECT

A. PHASE ONE PURPOSE AND RESULTS

1. Purpose

In February, 1969, a proposal for a Federally Funded Project to develop a Sequenced Instructional Program in Physical Education for the Handicapped, was approved by the United States Office of Education, Bureau of Education for the Handicapped, and a grant awarded to the Los Angeles City Unified School District. The program was designated as a research and demonstration project and begun in April, 1969. Although the original grant was for 20 months, it was extended twice and has evolved as a three phase project.

Emphasis in the project was to be on individualization of instruction. Abilities of the children were to be stressed rather than their disabilities. It was believed that one set of sequenced instructional programs in various physical education activities could serve all categories of handicapping conditions if a coding for handicapping limitations was provided rather than developing different sequenced programs for each type of handicap. Therefore, the categorized label approch (deaf, blind, trainable mentally retarded, orthopedically handicapped, etc.) was not used in the development of specific curricular meterials. Because of varying developmental levels and abilities of handicapped pupils in the grantee's District, as well as the wide range of ages, prepared material was to cover the complete scope of physical education.

The purpose of Phase One was to develop and publish curriculum guidelines which could be used to implement specific programs of remedial physical activities for handicapped children.

2. Results

Project staff for Phase One consisting of three physical education Curriculum Specialists, after 20 months of diligent research, writing, filming, and field testing efforts, produced the following:

- A Comprehensive Guide titled, Sequenced Instructional Programs in Physical Education for the Handicapped. This guide provides skills, activities, games, and sports in physical education for the handicapped, sequenced from preschool through high school.

- Ten sample Super 8mm loop films and accompanying audio tape cassettes were produced for use with the sequenced instructional materials. The loop films and tape cassettes were made separately, but were coordinated, to allow for better control of sensory input. By introducing the media separately and later using it in combination, confusion which might have resulted from multi-sensory input was avoided.

Written materials and sample audio-visual materials were extensively field-tested with 2,000 pupils in 12 elementary and secondary schools for the handicapped in the grantee's District by teachers with expertise in remedial physical education. In addition, trial assessment devices were developed from the sequenced materials for each section of the curriculum to identify pupil progress. At the conclusion of the field testing period materials were revised where necessary.

B. PHASE TWO PURPOSE AND RESULTS (1970-72)

1. Purpose

The second phase of the project was for the purpose of continuing the development of audio-visual media to accompany the curriculum guidelines developed in Phase One. The single-concept S8mm film loop and an accompanying coordinated audio tape cassette to be designed to implement specific objectives in the sequenced programs. It was decided that the audio-visual materials produced should cover a portion of each of the five basic sections of the curriculum for remedial physical education as sequenced in the guidelines. The loops and tapes, therefore, were to be samples of what might be done, and not intended as complete units of instruction in any one portion of the curriculum.

2. Results

By the end of the 18 month Phase Two period project staff produced:

- Fifty original loop films with accompanying tape cassettes. Ten duplicates of each film and tape were made. These were assembled into instructional kits and used by remedial physical education teachers with handicapped pupils. Following a minimum four week period of use, each participating teacher evaluated the films and tapes. After considering all evaluation comments, revisions were made.

IV. PHASE THREE OBJECTIVES, PROCEDURES, AND RESULTS

A. OBJECTIVES

1. Overall Objectives

The first overall objective of Phase Three was to produce and disseminate information packages containing the guide Sequenced Instructional Programs in Physical Education for the Handicapped, together with the produced film loops and accompanying tape cassettes. The second overall objective was to produce 15 coordinated loop films and cassette tapes similar to those produced in Phase Two, to be used in physical education programs for preschool handicapped children.

2. Specific Objectives

a. Plan, produce, and field test a library of physical education instructional single-concept S8mm loop films and accompanying single-concept tape cassettes for preschool handicapped children to be used in conjunction with the curriculum guide developed in the Phase One of the project.

b. Inservice teachers of physical education for the handicapped and administrators in Special Education Division schools to the use of the Guidelines in conjunction with the S8mm loop films and tape cassettes for preschool handicapped children.

c. Design, produce, field test, revise, and package an information dissemination kit that summarizes the Sequenced Instructional Programs in Physical Education for the Handicapped (to include all project produced loop films and cassettes).

d. Disseminate the information kits to all Regional Instructional Material Centers and to all 50 State Departments of Education.

B. PROCEDURES

1. Staffing

Dorothy B. Carr, Ed. D., was the Principal Investigator of all Phases of this project. Dr. Carr currently Assistant Director, Special Education Division, Los Angeles City Unified School District, has during her many years with the District served as: teacher of the Physically handicapped, multi-handicapped, retarded, and emotionally disturbed; as well as supervisor, and principal in schools for the handicapped. She is a registered physical therapist, earned her bachelor's and master's degrees in physical education at Stanford, and her doctorate in educational administration and supervision at the University of California at Los Angeles. Dr. Carr is National Past President of the Division of Educators of The Physically Handicapped, Homebound, and Hospitalized, Council for Exceptional Children, NEA.

Lyonel D. Avance, the Project Coordinator was a specialist, a consultant, and a teacher for secondary boys' physical education from 1948-1969. He coordinated the writing of the Boys' Physical Education Teaching Guide for the Los Angeles City Unified School District, as well as the production of supplemental publications on golf and weight training. He has been associated with the production of various 16mm and 8mm (loop) educational films. He also has served as Coordinator of the Southern California High School Golf Program. He has been Assistant Director of the Southern California Lifetime Sports Education Project of AAHPER. He also has served as both a teacher and director of instructional swimming programs for children and adults. Mr. Avance received both his bachelor's and master's degrees from the University of California at Los Angeles.

James E. Breen was the Curriculum Specialist for Phase Three of the project. Mr. Breen served as a Remedial Physical Education teacher for handicapped children 1968-72 and as a classroom teacher in elementary and secondary schools during the years 1960-68. Mr. Breen has had experience with all types of handicapped children. In 1971, Mr. Breen co-authored the publication, Educational Games for Physically Handicapped Children with Dr. Bryant J. Cratty, University of California at Los Angeles. Mr. Breen received his bachelors degree from the University of New Mexico and his master's degree from the University of Southern California.

2. Involving Professional Experts

a. Outside the District

- Julian U. Stein, Consultant, Programs for the Handicapped, American Association for Health, Physical Education and Recreation, met with project staff and reviewed materials being produced during Phase Three. Dr. Stein has been in contact with the project from its inception and has offered suggestions and advice as to procedure and suitability of materials.

- Dr. Walter Crowe and Dr. Daniel Arnheim, Professors of Physical Education, California State University at Long Beach and co-authors of the book, Principles and Methods of Adapted Physical Education, met with project staff and reviewed materials. They also provided opportunity to field test film loops and tapes cassettes with students enrolled in university classes in adapted physical education. Dr. Arnheim is Director of the Institute for Sensory Motor Development, California State University at Long Beach.

- Dr. Genevie Dexter, Consultant in Health Physical Education and Recreation for the California State Department of Education, reviewed materials as they were produced and offered many valuable suggestions to project staff. Dr. Dexter is responsible for the supervision of remedial physical education programs for the handicapped throughout California.

- Charles A. Watts, Principal Investigator and Director of the Special Education Instructional Materials Center, University of Southern California, met with project staff and reviewed materials. Mr. Watts offered valuable suggestions regarding design of the container for the instructional materials package.

b. Within the District

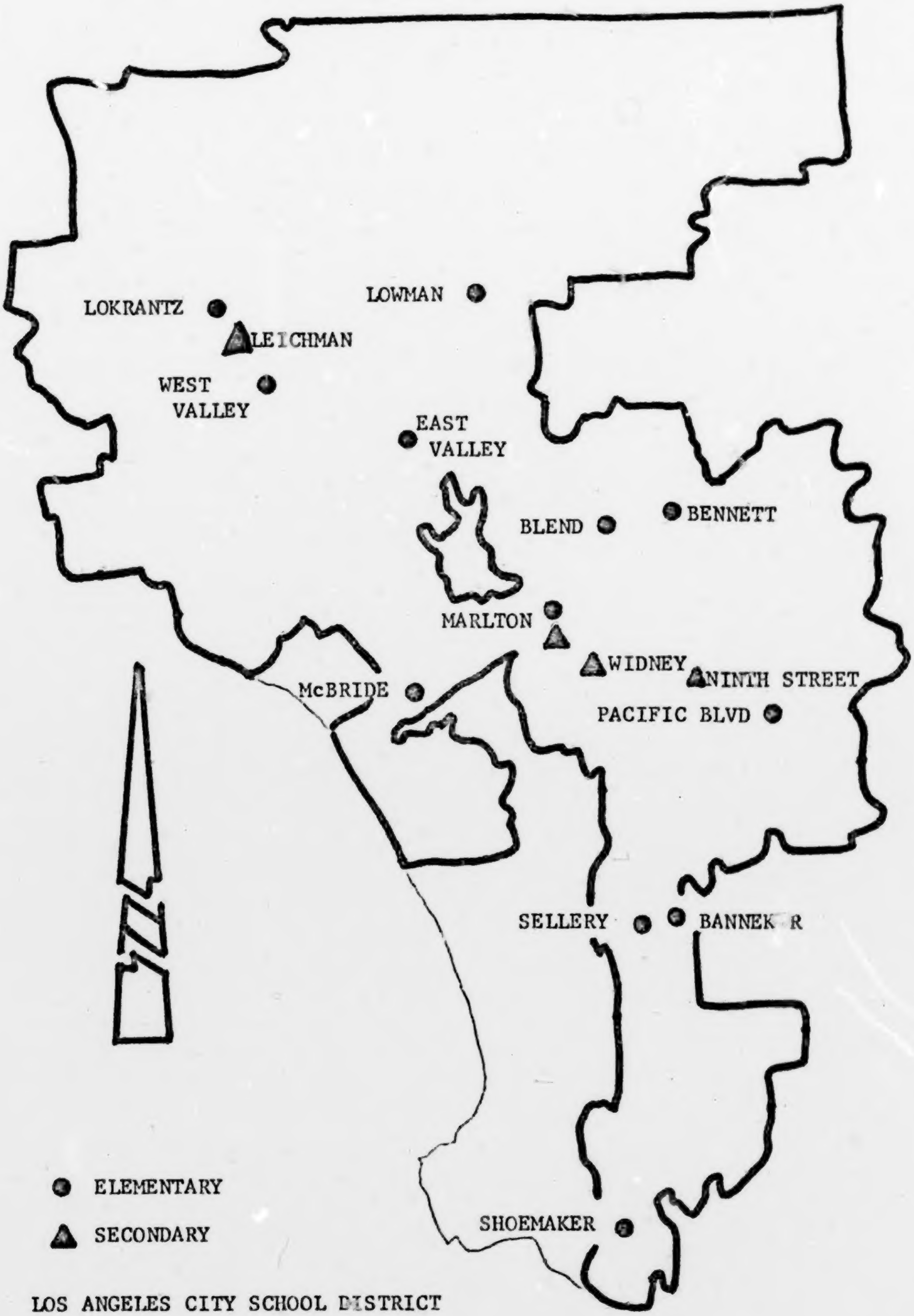
- School administrators and central office personnel were utilized frequently during the project. Principals of the Special Education Schools made their schools available for field testing activities and offered suggestions and reactions which were helpful to the staff in developing the instructional packages. The principals and schools participating in the project are included in the Acknowledgements.
- Central Office program advisors met and consulted with project staff regularly to provide assistance in developing materials for preschool films, tapes, and the design of the information dissemination packages. The names of program advisors are included in the Acknowledgments.

3. Involving Remedial Physical Education Teachers

Materials produced by project staff were reviewd by remedial physical education teachers of the Division at their regular bi-weekly staff development meetings. These teachers, in addition, provided assistance in selection of appropriate activities to be filmed on their school sites, arranged for the selection of the handicapped pupils, and assisted in preparing pupils for actual filming. During the bi-weekly meetings, films and tape cassettes were evaluated in relation to their ability to individualize instruction, and be used with the developed curriculum guidelines.

Sample instructional packages were assembled and circulated among eighteen Special Education Division Schools participating in the Division remedial physical education program. Teachers were encouraged to use the loop films and tape cassettes and make the materials available for use by pupils. A map indicating location of schools participating in the project and a chart listing services offered by each may be found on the next two pages.

SCHOOLS PARTICIPATING IN THE PHYSICAL EDUCATION PROJECT


LOWMAN
LOKRANTZ
LEICHMAN
WEST VALLEY
EAST VALLEY
BLEND
BENNETT
MARLTON
WIDNEY
NINTH STREET
McBRIDE
PACIFIC BLVD
SELLERY
BANNEKER
SHOEMAKER
● ELEMENTARY
▲ SECONDARY

LOS ANGELES CITY SCHOOL DISTRICT

Described below is a summary of the handicapped pupil population and the facilities available at each of the participating schools.

SCHOOL	HANDICAPS SERVED	FACILITIES
Elementary		
BLEND	Blind, partially seeing.	Physical education room, multi-purpose room, playground.
BANNEKER	Trainable Mentally Retarded.	Physical education room, playground.
LOKRANTZ	Physically handicapped, multi-handicapped, deaf, deaf-blind, trainable mentally retarded.	Multi-purpose room, playground.
LOWMAN	Physically handicapped, multi-handicapped, trainable mentally retarded.	Multi-purpose room, playground, swimming pool.
McBRIDE	Physically handicapped, educationally handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, playground.
MARLTON	Deaf, multi-handicapped.	Physical education room, playground.
PACIFIC BLVD.	Physically handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, multi-purpose room, playground. swimming pool.
SELLERY	Physically handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, playground, use of the swimming pool at Shoemaker.
SHOEMAKER	Physically handicapped, multi-handicapped, educationally handicapped, trainable mentally retarded.	Physical education room, multi-purpose room, playground, swimming pool.
BENNETT	Deaf, Hard of Hearing	Playground.
EAST VALLEY	Trainable Mentally Retarded	Physical education room, playground, use of Lowman pool one day per week.
WEST VALLEY	Trainable Mentally Retarded, multi-handicapped	Physical education room, playground.
Secondary		
MARLTON (Six year school)	Deaf, multi-handicapped.	Gymnasium, playground.
WIDNEY	Physically handicapped, multi-handicapped	Gymnasium, playground.
LEICHMAN	Trainable Mentally Retarded	2 sm. gymnasium, playground, multi-purpose room.

4. Producing Preschool Films and Tape Cassettes

A. Planning

At the recommendation of consultants and remedial physical education teachers, preschool films and tapes were developed primarily from Section One, "The Development of Motor and Movement Skills" of the publication Sequenced Instructional Programs in Physical Education for the Handicapped. Teachers recommended that the media for preschool activities be limited to basic movement skills, and the media produced according to the same criteria used for the loops and tapes produced during Phase Two. As a result the following titles were selected for production:

Crawling
Balance Walking
Marching
Jumping
Hopping
Skipping
Beanbags
Bouncing a Ball
Catching a Ball
Kicking a Ball
Underhand Throw
Overhand Throw
Crab Walk
Log Roll
Forward Roll

Teachers further recommended that the content of each film be limited to a single skill, the length of each film be no longer than two to three minutes and each tape narration be brief, using simple language.

Children selected as subjects in the films were pupils in Special Education Division schools for the handicapped. A variety of categories of handicaps were represented.

b. Production of S8mm loops

Script outlines and shooting scripts were written for each film title. These scripts were then submitted to selected preschool teachers who reviewed them and made suggestions for improvement. The revised scripts were then given to selected remedial physical education teachers. For each specific film title these teachers were asked to select a group of preschool handicapped pupils and prepare them thoroughly in performing the skill to be demonstrated in that film. As soon as project staff were informed that the children were able to perform the skill with confidence, an appointment was made to film the loop on the school site, usually as part of a remedial physical education class. Each film included the following types of scenes:

- Wide angle, of the entire skill, front view at 18 frames per second, repeated twice.

- Wide angle, of the entire skill, front view, slow motion 50 frames per second.

- Wide angle, entire skill, 3/4 or side view, 18 frames per second, repeated twice.

- Wide angle, entire skill, 3/4 or side view, slow motion, 50 frames per second.

- Closeup of center of interest, slow motion, 50 frames per second.

- Appropriate titles.

Original footage was made with S8mm Kodachrome II, and Ektachrome EIA color reversal films. The amount of film shot was approximately three times the amount required for a finished loop. Following processing at the film laboratory, usually 24 hours, the original footage was previewed and edited to fit the order and time requirements of the shooting script. All production work photography, and editing was performed by the projects Coordinator and Curriculum Specialist. When a first cut of the film had been finished, it was previewed by preschool teachers. If the original film was satisfactory, it was then duplicated and field tested. If the film was not satisfactory it was then either re-edited or discarded entirely and reshot.

c. Production of Audio Tapes

Brief narrations were written for each preschool film at the time shooting scripts were written. In keeping with the criteria established by the remedial physical education teacher committee, the narration was minimal and structured to enable very young children to understand the directions given.

When the final cuts of the original films were finished and the first duplicates cartridged, it then was necessary to synchronize the narration and the scenes of each looped film. This was accomplished first during the film editing process by adjusting the length of scenes to fit the planned narration. Then, each film was projected and a narrator recorded the prepared narration while viewing the film. To make the spoken dialogue fit the visual material exactly, minor rewrites of each narration were often required.

Musical introductions as well as background music were used on each of the preschool tapes. Miss Anita Delfs, Curriculum Specialist during Phase Two of the project, was the narrator for the preschool tapes. Master tapes were made with the cooperation of the Audio Visual Services Section of the grantee's District. Mr. Eugene White, Director of Audio Visual Services, supplied technical assistance and made a recording studio available for use by project staff.

When all master tapes were completed, a contract was secured with a tape duplicator service for production of the required number of tape cassettes. These tape cassettes were custom duplicated by having the same program recorded on both sides, and the amount of tape equal to the exact length of the master recording.

Therefore, no rewind is required following each complete use of the tape. The pupil simply turns the tape over and replays it if desired. Tape cassettes were labeled and numbered to coordinate with the film of the same title and number.

5. Duplicating Phase Two Loop Films and Audio Tape Cassettes

a. Loop Films

During Phase Two of the project, 50 single-concept S8mm Films were produced, which were the basic material for the Phase Three information dissemination kits. Since Phase Two required only 10 copies of each title, the 50 original films were duplicated through a contact printing process, because it was the most economical and practical method.

However, Phase Three required the production of 80 sets of all materials. Therefore, it was found more practical to produce 80 duplicates of each film using an internegative process. Not only are duplicate prints made from an internegative more economical, but it does not run the risk of damaging the original film. Bids in the grantee's District are advertised and contracts awarded on a low bid basis. The film laboratory that received the award for 4,000 duplicate prints and cartridging had limited experience in duplicating S8mm films from S8mm originals. As a result a large number of the duplicates produced were unsatisfactory, discarded, and redone, thus causing considerable delay in the production schedule. The duplicating contract was completed approximately four months late. This delay required changes in schedules for package design and field testing activities.

b. The cassette tapes produced during Phase Two were duplicated in the project office using tape recorders and connecting cords. At the time, this was considered a practical method since only 10 copies of each tape were required for field testing activities. However, Phase Three required 80 copies of each of the 50 Phase Two tapes. Therefore, a tape duplicator company was awarded a contract, on a low bid basis, to make duplicates of the original tapes. The tapes duplicated by the contractor are of better quality than those duplicates produced by project staff during Phase Two. The duplicate cassettes carry the same recorded narration on each side, and the tapes are the exact length of the recording. Each narration is repeated twice and runs the exact time required for two showings of the film loop bearing the same title. All cassettes carry a printed label identifying the title of the tape and are numbered the same as the loop film of the same title.

6. Producing the Information Sound Film Strip

a. Purpose and Design

To provide an explanation of and purposes for the contents of the information dissemination kit, a color filmstrip was needed, to be included as a component part of the total kit. This filmstrip, with sound narration on an accompanying tape cassette, was designed to:

- Illustrate and describe the contents of the kit;
- Suggest methods for using the Sequenced Instructional Programs in Physical Education for the Handicapped;
- Present methods for pupil performance assessment;
- Create an interest in the component parts of the physical education instructional package, and encourage its use by remedial physical education specialists and classroom teachers;
- Present an overview of Special Education Programs in the Los Angeles City Unified School District.

b. The Story on Slides

A storyboard outline of photographs needed to illustrate the program was developed by project staff. For this purpose, 35mm color slides were selected from the files of the project whenever possible. Project staff shot the remainder of the required photographs and had them developed into slides. Technical assistance and special title photographs were proveded by Earle Thompson, Special Exhibits Designer, Los Angeles City Schools. Next, 140 color slides were assembled, and a suitable narration was written.

c. Field Testing

The preliminary slide presentation was, field tested during May, 1973, by presenting it separately to remedial physical education teachers in the Districts Special Education Division, participants at the Council for Exceptional Children State Convention, adapted physical education classes at California State University at Long Beach, and participants at the National Conference on Physical Education for the Handicapped. Based on audience reactions following each successive presentation, the slides were edited from 140 to 100, and the narration written to accompany the slides, was reduced to 12 minutes.

d. Production of Filmstrips

A photo laboratory was awarded a contract to produce a master film strip negative from the color slides, make 100 duplicate film strips, package the strips in one piece plastic containers, and label each container with printed titles.

e. Production of Tape Cassettes to Accompany Filmstrip

To produce tape cassettes, a master recording was first required. The master tape was produced at the Audio Visual Center of the grantees District with technical help provided by District staff. The master recording was sent to a tape duplicator who was awarded a contract to produce 100 tape cassettes.

7. Producing the Dissemination Kit Container

As a preliminary to designing or selecting a suitable container for the materials to be included in the information kit, a thorough survey was made of packaging being used by firms who were producing and distributing similar materials. Software audio-visual dealers were consulted for ideas that would lend themselves to project needs. The information kit was to contain the following items:

1 Curriculum Guide, 402 pages 8½ x 11"
65 S8mm Technicolor Film Cartridges
65 Tape Cassettes
1 35mm Filmstrip and Tape Cassette

This would require a container with approximately two cubic feet of volume and made of material that would support approximately 28 pounds of material. Additional criteria, for the container, was established by project staff, included the following:

- Durable, resistant to handling by shipping services, easily stored in SEIMCS;
- Lightweight to minimize shipping costs and facilitate handling;
- Contents must be easily accessible, with any one article available without handling any other article;

- Cartridges and Cassettes must be together for easy use;
- Kit must be confined to a single container to avoid possibility of partial loss of materials;
- Production cost for container must be within the amount budgeted by the project.

Several working models were constructed and discarded before a satisfactory design was developed and tested. The final accepted container is made of 1/8 inch thick fibre board, riveted construction, and with metal corner reinforcements. The interior is divided into an upper and lower compartment of equal size. The lower half contains two dividers and can accomodate 33 loop film cartridges and 33 tape cassettes. The upper half consists of a lift-out tray similarly divided with two partitions, and with space for 32 loop film cartridges, 32 tape cassettes, one curriculum guide, and one film strip with its accompanying tape cassette. The sides and bottom of the box are lined with 3/4 inch polyurethane foam padding. The box is closed with a lift-off lid, and secured with two one inch web straps running entirely around the box which fasten with metal buckles, and fitted with a mailing card holder. The completed container measures 10 inches by 12 inches by 24 inches, and weighs 30 pounds when fully assembled with the above contents.

3. Distributing Information Dissemination Kits

Materials produced during Phase One and Two of the project consisted of the guide, Sequenced Instructional Programs in Physical Education for the Handicapped, S8mm loop films, and tape cassettes. The project did not provide for filling requests for either the guide, or the films and tapes produced during Phases One and Two. Inquiries of the Regional Instructional Material Centers, as well as the University of Oregon (where a previous dissemination project in another area of special education was conducted) revealed that no research data were available concerning best methods and procedures for disseminating the results of developmental projects.

Therefore, project staff, concerned with an efficient, effective, and coordinated plan by which to disseminate the projects instructional materials, submitted a proposal designed to provide for the distribution of 200 information kits to Special Education Instructional Materials Centers, State Departments of Education, and major cities throughout the United States. Because of limited funds, the Bureau of Education for the Handicapped reduced the requested number to 65.

a. Nation-Wide Recipients of Kit

The information kits were ready for distribution on May 15, 1973. At that time a letter was sent to all State Departments of Education and Regional Special Education Instructional Material Centers (Appendix B). This letter invited the recipients to accept an instructional package kit and make its contents available to interested persons within their respective geographic areas.

Also included with the invitation letter was an acceptance form letter, to be used as a reply to the offer, as well as an abstract of the entire project (1969-1973). Upon receipt of an acceptance letter an instructional package (kit) was immediately shipped. Each fibre board case containing the instructional materials was enclosed in a custom made corrugated paper carton, strapped with filament tape, and shipped as library materials, special delivery via U. S. Mail.

Of the 65 invitation letters mailed to State Departments of Education and SEIMCS, letters of acceptance were received from 61 within a four week period. Subsequently, three State Departments of Education indicated that they had no facilities for dissemination of instructional materials and suggested alternate agencies be considered as recipients of the materials. These alternates were contacted by letter, and materials were shipped to them upon receipt of their agreement to circulate the materials within their geographic area. To date, no reply has been received from the Massachusetts State Department of Education, even though two additional letters have followed the original invitation.

b. Local Recipients of Kits

Information packages were placed in the 16 Special Education Division schools that participated in the project in the grantee's District. These kits of materials will be used by both the remedial physical education teachers assigned to each school as well as regular classroom teachers within the school. A presentation of the instructional materials was made to all Special Education school administrators prior to the distribution of the completed kits to their schools. In the course of the presentation, project staff explained the purposes of the materials, and demonstrated their use in remedial physical education activities. Following the distribution of the kits to the schools, a similar demonstration was conducted for the remedial physical education teachers who will be using the materials.

A complete list of State Departments of Education, Special Education Instructional Material Centers, and local schools who have received the information packages (kits) can be found in Appendix C.

V. SUMMARY, RESULTS, AND RECOMMENDATIONS

A. SUMMARY

The overall purposes of Phase Three of this project were: (1) To produce and field test a library of loop films and tape cassettes to be used in conjunction with physical education activities for preschool handicapped children. (2) To develop an information dissemination package to provide guidelines for and facilitate the use of the Sequenced Instructional Programs in Physical Education for the Handicapped and the audio-visual media to accompany these programs developed during the course of the project. The degree to which these purposes were met are indicated below.

1. Loop Films and Audio Tapes-Preschool

To implement the teaching of physical education sequences to preschool pupils, to facilitate learning by these pupils, and to encourage preschool teachers to utilize an individualized rather than a mass approach in meeting the physical education needs of preschool handicapped pupils, a library of 15 physical education film loops and tapes were produced. Titles of the films and accompanying tapes produced are shown below. The numbers follow in sequence the 50 films and tapes produced in Phase Two.

51. Crawling
52. Balance - walking
53. Marching
54. Jumping
55. Hopping
56. Skipping
57. Beanbags
58. Bouncing a Ball
59. Catching a Ball
60. Kicking a Ball
61. Underhand Throw
62. Overhand Throw
63. Crab Walk
64. Log Roll
65. Forward Roll

2. Information Dissemination Kits

The curriculum guide, Sequenced Instructional Programs in Physical Education for the Handicapped, was developed during Phase One. Fifty film loops and tape cassettes were developed during Phase Two. Fifteen additional preschool film loops and tape cassettes were developed during Phase Three (see above). All of these materials were included in the information dissemination package. To provide an overview of the program, and to explain how the materials may be used in the instructional program, a 12-minute sound filmstrip (100 frames) was developed and included in the package.

3. Distribution of Information Packages (Kits)

The packages were distributed to state departments of education, special education instructional material outlets, special education schools, United States Office of Education, Bureau of Education for the Handicapped, Final Reports Section, and project staff.

B. RESULTS

1. Each recipient of an information package (kit) has agreed to coordinate the circulation of these materials and make them available to interested public and private schools concerned with physical education of handicapped children.

2. Numerous letters have been received from package recipients expressing their interest in the materials (Appendix D).

3. The packages were distributed in July, 1973, and have not had extensive use as inservice-staff development tools, or with pupils in handicapped schools, except in the Los Angeles City Unified School District.

4. Use, to date, of the preschool film loops and tape cassettes by some teachers, indicate they are helpful in implementing the teaching and learning of the sequences.

5. Loop films are proving to be particularly valuable when they provide a supplemental resource that reinforces a teacher's training and experience in a particular area of physical education.

6. Teachers have reported that films in the Folk Dance area have been particularly valuable to their pupils.

7. It is too early to make definitive judgements as to the value of the total information dissemination package at this time.

C. RECOMMENDATIONS

1. Follow-Up

Approximately six to nine months after the information packages have been distributed, a follow-up should be done to determine the extent to which the information dissemination packages have been used by the Regional Instructional Materials Centers and State Departments of Education. These should include such inquiries as:

- The extent to which the packages have been disseminated to local education agencies, college teacher training programs, other agencies, etc.;

- The impact of the information package on planning for actual implementation of new programs in physical education for the handicapped, whether by teacher, school districts, or institutions of higher learning.

2. Further Study

When more definitive evaluation reports have been received from State Departments of Education, Regional Special Education Instructional Material Centers and other organizations, and when this data has been thoroughly analyzed, at that time it will be possible to make further recommendations with regard to further studies.

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APPENDIXES

APPENDIX A

CONTENTS OF INFORMATION PACKAGE

PROJECT 14-2709
PUBLIC LAW 88-164, TITLE III

SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

CONTENTS

A. Curriculum Guide
B. Directions for Use of Package, Film Strip and Cassette
C. Super 8mm Film Loops and Tape Cassettes, 65 each

Motor and Movement Skills

1. Guided Running
2. Jumping
3. Hopping
4. Rolling A Ball
5. Striking A Ball
6. Ball Circuit
7. Jumping A Long Rope
8. Jumping A Short Rope
9. Rope Routine
10. Hoops Around The Body
11. Hoops-Catching-Spinning-Jumping
12. Using Tires
13. Parachute Play
14. Trampoline
15. Challenge Course
16. Riding Wheel Toys
17. Sand Play
18. Climbing Tree

Playground and Recreation Skills

19. Playscape
20. Soft Tumbling-Log Roll
21. Crab Walk
22. Low Bar Skin The Cat
23. Low Bar Knee Circles
24. Horizontal Ladder-Hanging
25. Horizontal Ladder-Traveling
26. Basketball-Chest Shot
27. Basketball-Set Shot
28. Basketball-Dribble
29. Batting With A Tee
30. Volleyball Pass
31 Volleyball Serve
32. Soft Tumbling-Forward Roll
33. Soft Tumbling-Backward Roll
34. Head Balance
35. Tumbling

Rhythmic Skills

36. Walking
37. Clap Your Hands
38. Balance Standing
39. German Clap Dance
40. Gustaf's Skoal

Swimming Skills

41. Swimming-Breath Control
42. Swimming-Floating
43. Swimming-Back Float
44. Swimming-Prone Glide
45. Swimming-Kicking
46. Swimming-Beginning Stroke

Physical Fitness Skills

47. Balance Walking
48. Endurance Running
49. Jumping Jack
50. Grass Hopper

Pre-School Early Childhood

51. Crawling
52. Balance Walking
53. Marching
54. Jumping
55. Hopping
56. Skipping
57. Beanbags
58. Bouncing A Ball
59. Catching A Ball
60. Kicking A Ball
61. Underhand Throw
62. Overhand Throw
63. Crab Walk
64. Log Roll
65. Forward Roll

Package: Dimensions: 24" x 12" x 10" Weight: 30 lbs. Cost: $400

APPENDIX B

INVITATION LETTER TO
STATE DEPARTMENTS OF EDUCATION AND
REGIONAL SEIMC

Los Angeles City Unified School District

ADMINISTRATIVE OFFICES: 450 NORTH GRAND AVENUE, LOS ANGELES, CALIFORNIA
MAILING ADDRESS: BOX 3307, LOS ANGELES, CALIFORNIA 90051

WILLIAM J. JOHNSTON
Superintendent of Schools
JAMES B. TAYLOR
Deputy Superintendent
ROBERT J. PURDY
Associate Deputy Superintendent
ERNEST P. WILLENBERG
Assistant Superintendent
Special Education Division

May 15, 1973

Dr. Faye M. Brown, Director
Learning Resources System
Auburn University
Montgomery, Alabama 36109

Dear Dr. Brown:

An instructional materials package designed to be used in teaching physical education to handicapped children has been reserved for your use and will be shipped to your office upon receipt of the attached application.

It was determined that State Departments of Education and Instructional Material Centers could help the most with circulation of the information in each state or region.

These materials were developed under a Federal Grant from the United States Office of Education, Bureau of Education For The Handicapped, Public Law 88-164, Title III, Project 14-2709. The purpose of this demonstration project was to develop Sequenced Instructional Programs in Physical Education for the Handicapped in the Special Education Division of the Los Angeles City Schools, starting April 20, 1969, and concluding July 31, 1973.

In order to use the Super 8mm cartridged film loops in your state, it will be necessary to provide a Technicolor S8mm cartridge film projector. A cassette recorder or playback unit will be required to use the audio tape cassettes.

Emphasis in the project has been on individualization of instruction. Abilities, rather than disabilities, of children have been stressed. In addition to the curriculum publication, Sequenced Instructional Programs in Physical Education For The Handicapped, sample audio-visual materials have been developed. These include 65 Super 8mm loop films and 65 audio tape cassettes each concerned with a single objective from a unit of the curriculum guidelines. Through use of these film loops and tape recordings, the pupil is provided an opportunity to reinforce learning.

The loops and tapes can be used to demonstrate activities to a class; for individual study by an individual to help him function more effectively; and to teach non-specialist teachers to teach the skill. Although films and tapes were produced for use separately, they also can be coordinated. This allows for better control of sensory input. A complete list of the film loop titles, as well as a summary of the project, has been included for your information.

This project was funded in three phases:

Phase I - Development of curriculum guidelines.
Phase II - Development of Super 8mm loop films and tape cassettes.
Phase III - Development of an Information Packaging and Dissemination System to Accompany Sequenced Instructional Programs for Physical Education For The Handicapped; and development of additional films and tapes in the area of preschool and early childhood education.

Phase III provides for distribution of materials to State Departments of Education and to Special Education Instructional Material Centers throughout the United States. It then becomes the responsibility of the recipient departments and centers to make the materials available to public and private agencies concerned with Physical Education For The Handicapped.

Also included in the package is a 35mm sound film strip that provides pre-instruction in the use of the materials.

Your cooperation is requested in acting as a circulating point for these instructional materials. All original costs of the printed and audio-visual materials have been paid by the Federal Grant. If you are interested in receiving this package it will be shipped, with all charges paid in advance, to the person and location indicated on the attached application form. However, if you do not believe that you can use this material, please let me know so that we may share it with other major population centers who will be unable to receive as many packages as needed.

Sincerely,

Dorothy B Carr

Dorothy B. Carr
Principal Investigator
Assistant Director
Special Education Division
Los Angeles City Unified School District

Enclosure

APPLICATION FOR INSTRUCTIONAL PACKAGE
SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

I am/am not interested in receiving the instructional package designed for Physical Education for the Handicapped.

If answer is no, for our records, please state reasons on other side of this sheet.

PLEASE SHIP TO: Print or type.

Name____

____

Title____

____

Department____________________________________

____

Address______________________________________

____

I agree to coordinate the circulation of these materials and to make them available to all interested public and private schools concerned with Physical Education of Handicapped Children.

____
Signature

____
Title

Return this form to:

Lyonel D. Avance, Project Coordinator
Special Education Division, Room H-100
Los Angeles City Unified School District
450 North Grand Avenue
Los Angeles, California 90012

APPENDIX C

RECIPIENTS OF INFORMATION PACKAGES

Distribution of Information Packages, "Sequenced Instructional Programs In Physical Education for the Handicapped".

P. L. 88-164 Title III, Project 14-2709 USOE Special Education Division, Los Angeles City Unified School District.

STATE DEPARTMENTS OF EDUCATION AND SEIMC

Dr. Faye M. Brown, Director
Learning Resources System
Auburn University
Montgomery, Alabama 36109

Mr. Mark Burgoyne
Special Education Consultant
Department of Education
Pouch F
Juneau, Alaska 99801

Mr. Hugh A. Pace, Director
Department of Education
State Education Building
Little Rock, Arkansas 72201

Mr. David C. Miles
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Colefax & Sherman
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Mr. Daniel R. Anderson
Associate Director
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University of Northern Colorado
Greeley, Colorado 80639

Mr. Joe R. Gordon
Bureau of Pupil Personnel and
Special Educational Services
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

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Librarian
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Tallahassee, Florida 32304

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Box #100, Butler University
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Lexington, Kentucky 40506

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Special Education Department
Vocational Education Center
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Lafayette, Louisiana 70501

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Friendship International Airport
Baltimore, Maryland 21240

Mr. John Tringo
Director
New England SEIMC
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Boston, Massachusetts 02215

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Jefferson City, Missouri 65101

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Special Education Section
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508

Mr. Larry D. Davis
Exceptional Pupil Education
Nevada State Department
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Carson City, Nevada 89701

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Department of Public Instruction
Bismark, North Dakota 58501

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Bettie Neal
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Richmond, Virginia 23216

Dr. LeRoy Aserling
Center Director
Studies in Behavioral Disabilities
2605 Marsh Lane - Room 227
Madison, Wisconsin 53706

Mr. Kenneth V. McMahon
Division for Handicapped Children
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Madison, Wisconsin 53702

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Mid-Atlantic Region SEIMC
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Dr. Roger P. Elser
Division of Special Education
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Cheyenne, Wyoming 82002

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Phoenix, Arizona 85007

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Department of Education
State Office Building
Atlanta, Georgia 30334

Edgar Darby
Consultant for Physically
Handicapped
State Department of Education
Augusta, Maine 04330

Murdo Campbell
Consultant for Physically Handicapped
Special Education Department
120 State Street
Montpelier, Vermont 05602

Wayne M. Spence
Supervisor of Special Education
Superintendent of Public Instruction Office
Old Capitol Building
Olympia, Washington 98504

Genevie Dexter, Consultant
Health and Physical Education
State Department of Education
Capitol Mall
Sacramento, California

Edward J. Dillon
State Department of Public Instruction
Townsend Building
Dover, Delaware

Ken Kohl
SEIMC
Helena School District No. 1
Helena, Montana

Mildred Thompson, Supervisor
Physically Handicapped
State Department of Education
100 B - Cordell Hull Bldg.
Nashville, Tennessee 37219

Dr. Walter Crowe,
Physical Education Department
California State University at Long Beach
Long Beach, California

Miss LaNiece Robison
Consultant Demonstrator
Division of Special Education
State Department of Education
Educational Building
Santa Fe, New Mexico 87501

LOS ANGELES UNIFIED SCHOOL DISTRICT PROJECT SCHOOLS

Benjamin Banneker
14024 S. San Pedro Street
Los Angeles, California 90061

Mary E. Bennett School
166 S. Burlington Avenue
Los Angeles, California 90057

Frances Blend School
5210 Clinton Street
Los Angeles, California 90004

East Valley School
10952 Whipple Street
North Hollywood, California 91602

Diane Leichman School
19034 Gault Street
Reseda, California 91335

Sven Lokrantz School
19451 Wyandotte Street
Reseda, California 91335

Marlton School
4000 Santo Tomas Drive
Los Angeles, California 90008

James McBride School
3960 Centinella Avenue
Los Angeles, California 90066

McDonnell Avenue School
4535 East First Street
Los Angeles, California 90066

Ninth Street School
820 Towne Avenue
Los Angeles, California 90021

Pacific Blvd. School
5714 Pacific Blvd.
Huntington Park, California 90256

Sophia Salvin School
1925 Budlong Avenue
Los Angeles, California 90007

Morley C. Sellery School
15805 South Budlong Avenue
Gardena, California 90247

Harlan Shoemaker School
424 Weymouth Avenue
San Pedro, California 91406

West Valley School
6649 Balboa Blvd.
Van Nuys, California 91406

Joseph P. Widney School
2302 South Gramercy Place
Los Angeles, California 90018

APPENDIX D

LETTERS FROM RECIPIENTS

SOUTHERN STATES COOPERATIVE LEARNING RESOURCES SYSTEM
AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36109
(205) 279-9110 Ext 258

July 17, 1973

Special Education Division
Physical Education Project
Los Angeles City Unified School District
450 North Grand Avenue
Los Angeles, California 90012

Gentlemen:

We have received the training kit you have produced, SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED, and we want to commend you on an excellent job well prepared.

We have many people who wish to use the kit upon quick examination and we anticipate that more requests will come. Needless to say this material is vitally needed.

There are six states and the trust territories of Puerto Rico and the Virgin Islands within our region. Anticipating the reaction to your materials could you please inform us of the possibility of obtaining a kit for each state and territory or purchase information for those states/territories who would wish to allocate funds to purchase the kit.

We'd like to express our appreciation for sharing the hard work of the many people who have devoted their time and effort in developing your product with the rest of us who have the same vital interest and concern in serving the needs of exceptional children. It is the sharing of efforts like yours that gets the benefits of federal dollars where they should be, with the children.

Sincerely,

Victor E. Fuchs
Media Specialist

Member IMC/RMC Network, Bureau of Education for the Handicapped - U.S. Office of Education

1859

OREGON
BOARD OF EDUCATION

942 LANCASTER DRIVE NE. • SALEM, OREGON • 97310 • Phone (503) 378-3569

September 6, 1973

Dr. Dorothy B. Carr, Asst. Director
Special Education Division
Los Angeles Unified School Dist.
Box 3307
Los Angeles, California 90051

Dear Dr. Carr:

Thank you for sending us the instruction package, Sequenced Instructional Programs In Physical Education For The Handicapped. It arrived complete and undamaged.

We have had an opportunity to preview the materials with institute participants this summer. It has been received with a great deal of enthusiasm, and will be disseminated to school districts on a scheduled basis. It will be used!

Please express our appreciation to your staff members and teachers who did such an outstanding job of curriculum development.

Sincerely yours,

Ray S Rothstr

Ray S. Rothstrom, Coordinat
Program for E.M.R. Children

RSR:ih

State of Mississippi
DEPARTMENT OF EDUCATION
G. H. JOHNSTON, SUPERINTENDENT

DIVISION OF INSTRUCTION
RALPH BREWER, DIRECTOR
P. O. Box 771
JACKSON, MISS. 39205

July 23, 1973

Dr. Dorothy B. Carr
Assistant Director
Special Education Division
Los Angeles City Unified School District
P. O. Box 3307
Los Angeles, California 90051

Dear Dr. Carr:

We have received the complete kit, Sequenced Instructional Programs in Physical Education for the Handicapped. We are most impressed with the scope of the activities and the excellence of the presentation. We will continue to preview it and to incorporate it in our in-service workshop plan for this coming year.

Thank you for your cooperation in sending us this material. If we may be of any assistance to you in teacher response to this kit, please let us know.

Sincerely,

Mildred Rowland

(Mrs.) Mildred Rowland, Consultant
Mississippi Learning Resources System
Special Education Office

MR:cmb

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
BOX 2219 — HARTFORD, CONNECTICUT 06115

566-4383

July 17, 1973

Miss Dorothy B. Carr
Assistant Director
Special Education Division
Los Angeles City Unified School District
Box 3307
Los Angeles, California 90051

Dear Miss Carr:

I have received the Sequenced Instructional Programs in Physical Education For the Handicapped as of this date.

While I have not had a chance to view the loops and listen to the tapes, I did review the instructional guide. I am most impressed with the latter and am anticipating the quality of programs from it. You are to be commended for your long and arduous efforts.

Thank you for sending us the set. It will be placed in our instructional materials unit of our Special Education Resource Center for use by field personnel.

Sincerely yours,

Joe R. Gordon

Joe R. Gordon, Chief
Bureau of Pupil Personnel and Special
Educational Services

jrg:lks

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

August 15, 1973

Ms. Dorothy B. Carr
Principal Investigator
Los Angeles City Unified School Dist.
Box 3307
Los Angeles, California 90051

Dear Ms. Carr:

Our center received the Sequenced Instructional Program in Physical Education for the Handicapped.

We were thrilled to received this instructional kit as it certainly fills a need among the teachers in South Carolina.

A flyer will be sent to our special education teachers and personnel in the fall with the description and information of this kit so teachers will be aware that it is available.

Again, we thank you for the work that has gone into producing an instructional kit such as this.

Frances F. Boswell

(Mrs.) Frances F. Boswell, Librarian
South Carolina Learning Resources System
1406½ Gervais Street
Columbia, SC 29201

FFB:pjh

September 12, 1973

Mr. Lyonel Avance
Project Coordinator
Special Education Branch
Room H-100
Los Angeles City Schools
Box 3307

Dear Mr. Avance:

Thank you for your prompt response to my letter regarding materials for the physically and mentally handicapped. I have received the carton of materials. Although I have not had an opportunity to review the tapes, I am impressed with the variety of activities included. In my opinion, these materials should help considerably in improving adapted physical education programs in Minnesota. School districts will be informed about the availability of the program.

Any feedback from the school districts will be shared with you.

Sincerely,

Carl Knutson

Carl Knutson, Supervisor
Health, Physical Education
and Safety

CK:cpgk

P.S. I discovered that there was not a Loop Film for "Riding Wheel Toys" (number 16). Two of number 18 were included instead.

Under separate cover, the second film of number 18 has been sent to you. Would you send me number 16.

State of Wisconsin *DEPARTMENT OF PUBLIC INSTRUCTION*

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR HANDICAPPED CHILDREN
John W. Melcher, Assistant Superintendent

July 17, 1973

Dr. Dorothy B. Carr
Assistant Director, Special Education
Division
Los Angeles City Unified School District
Box 3307
Los Angeles, California 90000

Dear Dr. Carr:

The instructional package, Sequenced Instructional Programs in Physical Education for the Handicapped has arrived in my office. I have had the opportunity to view the introductory film strip and a few of the 8mm film loops. This seems to be a very complete and extensive program.

After school districts have had the opportunity to evaluate this program will they be able to purchase it for the district if they find it meets the needs of their children and programs?

Thank you for the package and you can be sure it will be shown in Wisconsin.

Sincerely,

DIVISION FOR HANDICAPPED CHILDREN

By

Kenneth V. McMahon
Instructional Media Consultant

KVM:jp

Answered
7-23-73
LA

126 Langdon Street, Madison, Wisconsin 53702

APPENDIX E

SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

SEQUENCED INSTRUCTIONAL PROGRAMS
in
PHYSICAL EDUCATION FOR THE HANDICAPPED

LOS ANGELES CITY SCHOOLS

SPECIAL EDUCATION BRANCH
Physical Education Project
Public Law 88–164, Title III
Project No. 142709
July, 1973

ACKNOWLEDGEMENTS

Developing the contents of this publication has been accomplished through the combined efforts and cooperation of many individuals.

The principals of the schools involved in the program were most helpful in making their facilities available, in reviewing materials produced by the project team, and supporting the members of their staff during the field testing phase of the project. Included in this group were: John Adame of Shoemaker School; Miss Rosalie Calone of Blend School; Mrs. Rhoda Freeman of Marlton School; Dr. William Hirsch of Lowman School; Norman Levine of Pacific Boulevard School; Fred Lull of Sellery School; Helen Roberts of Shoemaker School; Clayton Shehorn of Miller and Widney High Schools; Horace Stinson of Lokrantz School; Mrs. Jane Toland of Banneker School; and Mrs. Shirley Wolk of McBride School.

Other principals whose schools were not directly involved in the program, but who gave support during the project included the following: Mrs. Kay Curnow of East-Valley School; Mrs. Rose Engel of Salvin School; Mrs. Carrie Fitch of Miller High School; Victor Kitzes of Ninth Street School; and Mrs. Evelyn Stahlem of Bennett School. Special thanks are extended to Mrs. Della Blakeway, Principal of McDonnell Avenue School, for her assistance in reviewing tentative materials.

Program advisors of the central office staff of the Special Education Branch provided much help when needed and contributed meaningful reactions to tentative materials during the course of the project. Included in this group were: Mrs. Louise Barr; Dr. Louis Bernoff; Mrs. Stella Cable; Norbert Castel De Oro; Patrick Estes; Mrs. Beatrice Gold; Morris E. Hay; Mrs. Marjorie Huserik; Mrs. Diane Leichman; Dr. Mildred Murry; Mrs. Beverly Presser; Ralph Salaway; Mrs. Mildred Shehorn; William Starr; and Robert Williams.

The principal consultants who assisted the staff during planning, designing, and evaluation of various aspects of the project were greatly appreciated. Dr. Bryant Cratty gave many suggestions for guidance of the staff. Dr. Gerald Gardner reviewed materials and offered many suggestions. Dr. Frank Hewitt met with project staff and reviewed tentative materials.

Other consultants who provided valuable services in the development and review of materials and to whom gratitude is expressed included: Dr. Charles Buell, Dr. Genevie Dexter; Dr. Lawrence Rarick; Janet Pomeroy; and Dr. Julian Stein.

We are indebted to Elena Boder, M.D.; Margaret Jones, M.D.; and Harriett B. Randall, M.D. who reviewed tentative materials and offered many helpful comments and suggestions to the staff.

Most of all we would like to thank the Remedial Physical Education teachers who met regularly to examine physical education sequences as they were written and who conducted the field testing of sequences and audiovisual materials in their schools. They often helped us solve problems and suggested new methods based on their own insights into the learning problems of children.

Included in this group were: James Breen; Aaron Buggs; Miss Mary Lyn Davidson; Miss Constance Engvall; Mrs. Sarah Fields; Dr. Virgil Fornas; Herbert Haas; Sidney Hallburn; Mrs. Jane Harvey; Mrs. Vale Himonas; Kris von Hoetzendorf; Walter Jaquith; Joseph Kubelka; Mrs. Ann Levy; Archie Lifland; Miss Susan Nafieh; Arthur Preciado; Mrs. Helen Reeves; Ronald Riccitelli; Mrs. Eleanor Tibbitts; Miss Karen Ward; and Waldon Williams.

Sincere gratitude is expressed to Dr. Ernest P. Willenberg, Director, Special Education Branch, for his continued support and encouragement.

Special thanks are due to the curriculum specialists who had the responsibility for the preparation of the preliminary and final drafts of the physical education sequences and who also guided the field testing of the materials in the schools. They were: Miss Carole L. Brown; Miss Anita L. Delfs; and Miss Gwen R. Waters.

Members of the clerical staff worked long and hard to sustain the project. Mrs. Dorothy Arp, Miss Candelaria Virgen and Mrs. Sue Reames typed and retyped the final manuscript with diligence and dedication.

LYONEL D. AVANCE
Project Coordinator

DOROTHY B. CARR
Project Investigator

OVERVIEW

The purpose of the publication, Sequenced Instructional Programs in Physical Education for the Handicapped, is to present suggested guidelines for the comprehensive physical education program. These guidelines consist of developmentally sequenced skills and instructional activities, and are appropriate for handicapped pupils from the beginning levels - Pre-school (18 months) through the advanced levels (high school). (The guidelines also may be appropriate for the non-handicapped pupil).

This publication is one of the four curricular guides being developed in the Special Education Branch of the Los Angeles City Unified School District. The other publications proposed are concerned with three additional areas of learning as part of the implementation of the assessment-service center concept for the handicapped child. These publications are:

COMMUNICATIVE: Language and Reading.

SOCIAL: Self Care, Inter-Personnel, Study Habits, Study Skills, Geography, History, Civics, and Pre-Occupational Skills.

QUANTITATIVE-QUALITATIVE: Health, Science and Mathematics.

The overall development of the publication, Sequenced Programs in Physical Education, covers physical skills and the corresponding activities for all categories of handicapped pupils. The scope of the skills and activities range from the simple to the complex, and encompass both limited and vigorous movement.

It is the intent that the materials and the teaching aids suggested emphasize the skills and activities necessary for the development of the total child; for the improvement and use of the less permanently afflicted parts of the body; and for the remediation of specific deficiencies. Medical approval shall be obtained for the pupil prior to participation in activity.

The material in the Guidelines has been field tested with pupils of varying maturity and developmental levels, and with different types of abilities, disabilities, and handicaps. Teachers were and are encouraged to modify the activities whenever and wherever needed.

FORMAT

The content for the PHYSICAL EDUCATION Publication has been arranged into five sections:

Section One: The Development of Motor and Movement Skills.
Section Two The Development of Playground and Recreation Skills.
Section Three: The Development of Rhythmic Skills.
Section Four: The Development of Swimming Skills.
Section Five: The Development of Physical Fitness.

The Sections contain the skills and activities which appear to belong to that area, and are written with the philosophy that they are relatively complete unto themselves. However, many of the skills and activities that are found in one Section, might just as reasonably have been found in another Section. Also, many of these activities will be taught simultaneously, but for organizational purposes are found in different Sections. For example, Section II, Goal I, is vital to the well-rounded development of all pupils, and therefore, is important to all Sections.

An introductory statement to each Section of the Physical Education Guidelines, gives the reader important information about that area of the curriculum. Each Section contains goals and objectives for that area. The goals are written as a broad direction, purpose, or intent. They are arranged sequentially from the simple to the complex. The difficulty of the activity is indicated by numbers in the "Level" column. The numbers range from "one" to the highest listed number.

The objectives are more specific, are arranged in sequence, and are written to reflect the critical factors required for the achievement of the goals. By achieving the objectives, progress can then be made toward the attainment of the goals. The ultimate goal for each pupil is the attainment of the maximum level of health and physical ability that is beneficial, desirable, enjoyable, and practical to him.

The material has been divided into five vertical columns with the following headings: Levels, Sequences-Teaching Progressions, Suggestions for Lesson Implementation, Source Materials, and Codes.

LEVELS

This column indicates the approximate difficulty of a sequence. The numbering refers only to the level of difficulty with that particular activity and does not parallel an age or grade level. In an effort to allow for individualization of instruction and to utilize a non-graded approach, the sequences have been written from the simple to complex, and numbered beginning at one to indicate the simplest skill. The numbering, however, does not always begin at level one, since some activities are more difficult than others.

The teacher must determine what activities are appropriate for a child by assessing his ability, determining the amount of exposure the child has had to an activity, and relating the activity to his mental and physical maturity.

CODING

The teacher should be knowledgeable about the capabilities and limitations for each individual child as well as those who have specific disability. He should freely adopt and modify the activities to meet the pupil's need. The pupil should learn what his potential, and his abilities are. He then [illegible] choose those activities which would be of benefit to him and not harmful. The coding section is to be used only as a guide, and is based on the following premise.

1. The pupil would be unable to perform the activity because of his handicap.

2. The pupil would be harmed by attempting to perform the activity.

This section is marked, when appropriate, with the letters opposite those activites which would need to be omitted for pupils with specific disabilities.

The coding letters and the definitions of the categories are as follows:

V = A visual handicap and includes the pupils who are blind or partially sighted.

A = An auditory handicap and includes the pupils who are deaf or hard of hearing.

L = A lower extremity involvement and includes the pupils who have serious impairment of the locomotion or in the motor function in the lower parts of the body.

U = An upper extremity involvement and includes the pupils who have a serious impairment in the motor functions in the upper parts of the body.

T = A total disability and includes the pupils who have a serious impairment in the motor function in both the upper and lower parts of the body; and in the energy output mechanisms which are reflected in areas such as respiratory or cardiac handicaps.

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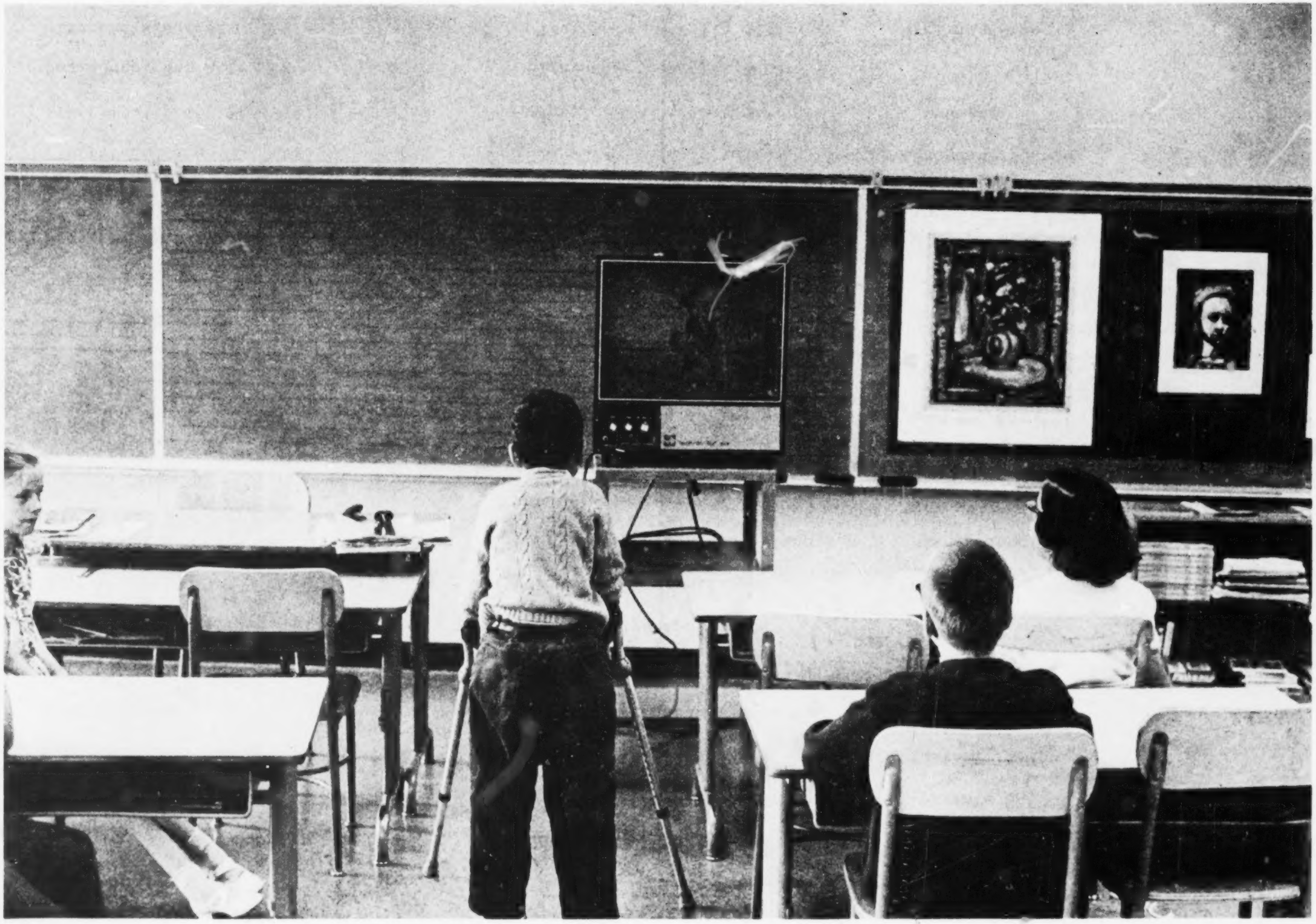
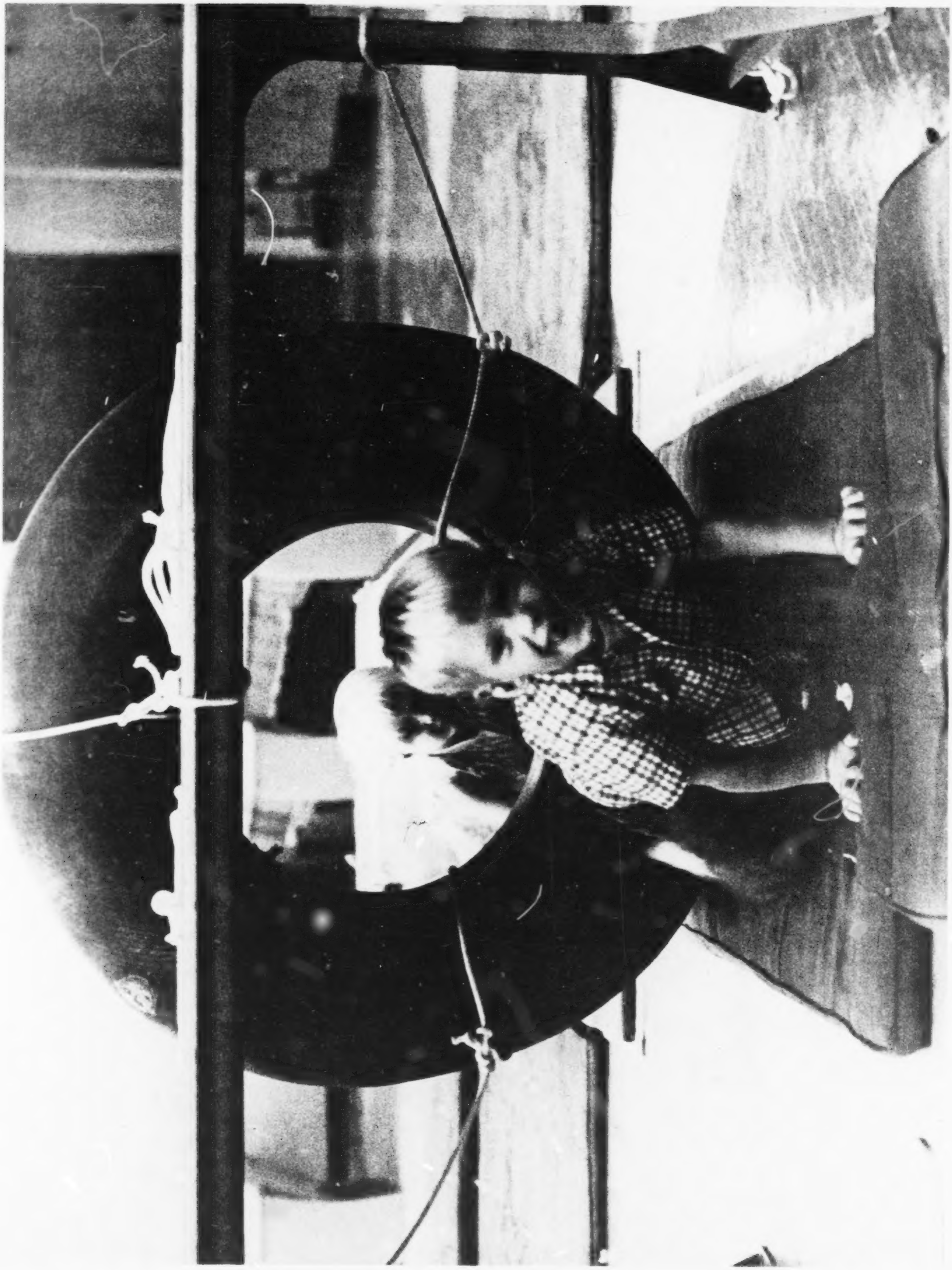


THE DEVELOPMENT OF
MOTOR AND
MOVEMENT SKILLS

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

P.L. 88–164, Title III
J.V. 69–68



SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

INTRODUCTION

The attainment of motor and movement skills is of great importance to the pupil in his physical development. These skills are basic skills that are used throughout life. The concepts involved include body awareness; spatial relationships (laterality and directionality); fundamental movements (locomotor and axial skills); balance (static and dynamic); and eye-hand-foot coordination (including internalized rhythm and tracking).

Since pupils are individuals, have specific needs, grow at varying rates, and learn in many ways, the teacher must meet the individual needs, the capabilities, and disabilities of each pupil. All channels of learning--visual, auditory, motor, and kinesthetic--need to be utilized in the instruction. Emphasis upon the exploratory and problem solving methods of teaching also aids in the learning process.

SAFETY

The pupil needs to know how to perform the basic motor and movement skills prior to using the equipment. He must know how to get on, around, and through the equipment safely. He must know how to pick-up, put-down, and use the various types of materials before safe individual and/or group activity can take place.

An area of an appropriate size and a safe surface is necessary for the successful performance of an activity. When the class is moving, changing directions, and changing speeds, there is a need for additional space and for greater control in the movements. Emphasis must be on ability of the pupil to move without falling, and look in the direction he is traveling.

If the surface is slick or hard, or if the equipment is of varying heights or textures, the pupil needs to be protected from injury by the use of mats, turf, etc. The wearing of non-slipping soled shoes is to be encouraged.

TEACHING SUGGESTIONS

The concepts and the activities may be taught with and without the use of equipment. The following ideas are given as suggestions to aid the teacher in the planning and teaching of the lessons. A pupil learns best when the environment is favorable, when the teacher is positive and constructive; when the space is large enough, and when the activity is suited to his needs.

1. Begin teaching the simple skills first and then progress to the more complex skills.

2. Know the pupil. Use as many stimuli as possible. Incorporate the visual, auditory, motor, and kinesthetic approaches to learning.

3. Challenge the pupil with questions and statements, such as "Can you...," "How can you...," "Show how...," "Let's see...". Use sentences such as, "Do everything you can think of." "Experiment with that idea." "Do it another way." "Show your own ideas of how to do it."

4. Provide an area large enough to allow all pupils to move freely and to be active at one time.

5. Use words like, "Give yourself plenty of room," "Stand an arm's distance away from your neighbor," in order to position the pupils over the area.

6. Provide enough small equipment (beanbags, balls, hoops, short jump-ropes, etc.), so that each pupil has one to use.

7. Place pupils into small groups of 2-4 for the equipment such as apparatus, mats, long jump-ropes, etc.

8. Begin with a structured setting and progress to an unstructured setting.

9. Be sure the pupil knows the three aspects of performing a skill: how to begin, how to continue, and how to stop.

10. Encourage the pupil to use bilateral, cross-lateral, and unilateral movements.

11. Encourage consistent use of the preferred hand and foot in throwing and kicking activities.

12. Provide specific directions for the use of the equipment--how to get it, how to use it, and how to put it away.

13. Review the skill previously learned, teach the new skill, and evaluate, with the pupil, his progress.

14. Evaluate continually. Know how the skill is performed in order to verbalize it or to demonstrate it to the pupil. Ask questions such as: "What are we (you) doing that is correct?" "Why?" "How can we (you) improve?"

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ASSESSMENT FOR SECTION ONE

THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the Instructional Sequences.
2. Instruct. Teach the appropriate sequences.
3. Post-Test. Measure the improvement of the pupil.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estimates the abilities of the pupil, and then uses the assessment device to determine the pupil's needs and abilities in performing the necessary skills. He then adjusts the instruction to an appropriate level, increasing and decreasing the difficulty, depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for the individualization of instruction.

The assessment device can be very effective as a motivational tool for pupils toward self-improvement. If the pupil 's involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities, and the necessary areas of instruction. It is not intended as a test to measure pupils against each other or to evaluate them in relation to a standardized norm. Therefore, the marking and reporting system to be used should be individual and flexible.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple "yes" or "no" may be appropriate, in others, a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

		DATES				COMMENTS
GOAL I.	Develops Body Awareness and Spatial Relationships.					
1.	Identifies body parts and surfaces, on himself, other people, and objects.					
2.	Identifies directions - left, right, top, bottom, up, down, sidewards, etc. - on himself, other people, and objects.					
GOAL II.	Uses Fundamental Movements.					
1.	Bends and stretches body parts in various ways.					
2.	Pushes and pulls objects.					
3.	Lifts and lowers heavy and light objects safely.					
4.	Rises from a lying to a standing position easily and rapidly. Falls from a standing position to a lying position in a relaxed manner.					
5.	Swings and sways his body and its parts.					
6.	Turns and twists in various directions.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
7. Creeps and crawls with cross-patterned movements.					
8. Walks with cross-patterned movements.					
9. Runs in various directions.					
10. Jumps forwards and backwards and uses his arms to help him.					
11. Gallops with left foot leading and then with right foot leading.					
12. Slides in various directions.					
13. Hops on either foot.					
14. Skips evenly and swings his arms freely.					
15. Leaps with various speeds.					
16. Pivots and dodges in various directions.					
17. Starts and stops moving easily and with body in balance.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
GOAL III. Uses Small Objects And Equipment.					
1. Tosses and catches a beanbag.					
2. Rolls a ball and retrieves it.					
3. Throws and catches a ball.					
4. Bounces a ball.					
5. Runs while bouncing a ball.					
6. Kicks a ball.					
7. Strikes a ball with his hand and hits a target.					
8. Jumps and turns a long jump rope.					
9. Jumps and turns a short jump rope.					
10. Rolls the hoop and runs along beside it.					
11. Jumps on the top of jumpboard while bouncing a ball.					
12. Walks forward on a 2" balance beam.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
13. Balances and turns around on a square balance board.					
14. Runs through tires placed flat on the ground by putting a foot in the middle of each one.					
15. Uses a parachute with others.					
16. Holds a wand in both hands, steps over it, and steps back.					
17. Climbs up a single hanging rope.					
18. Hangs in an inverted position on double hanging ropes.					
19. Does a bounce on a trampoline.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal I. Help every pupil to acquire an acceptance, and an understanding of his body, and knowledge of his body's position in space.

Objective 1. The pupil can identify the parts and surfaces of his body.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to explore and to Observe Himself and Other People, the pupil can: - Recognize his own arms and legs. - Enjoy faces. - Imitate gross facial expressions. - Imitate gross movements when in a stationary position.	- Encourage pupil to: . Observe his own hands and feet. . Play "peek-a-boo" by looking into a mirror and around objects. - Encourage the pupil to aid observation by touching as well as looking. - Encourage the pupil to respond to the human smile, to greet people, and to wave "good-bye".	Books. 55: Gessell: p. 25. 63: Hatcher: p. 16. Equipment. Mirror.	V
2	Given opportunities to explore and discover his Body Parts and Surfaces, the pupil can: - Touch and name the parts and surfaces of his body.	- Instruct the pupils to indicate body parts by telling about, pointing to, touching, etc. - Progress from the identification of the whole body to the individual parts and surfaces.	Books. 11: Braley: p. 6. 24: Clure: 63: Hatcher: p. 50. 66: Holl: 108: Physical Education Framework Committee: p. 11.	

- Instruct the pupils in the names of the parts and surfaces of the arms and hands.
  - . Upper arms, lower arms, elbows, wrists, hands, 8 fingers, 2 thumbs, fingernails, top, bottom, front, back, side, inside, outside; tips of fingers, back of hand, palm of hand, heel of hand, heel of thumb, etc.

- Instruct the pupils in the names of the parts and surfaces of the legs and feet.
  - . Upper legs, thighs, lower legs, calves, shins, ankles, feet, heels, insteps, soles, arches, toes, toenails, top, bottom, front, back, side, inside, outside, tips of toes.

- Instruct the pupil to observe the teacher and to follow the directions, such as:
  - . "This is my head, touch your head."

- Teach the pupils various types of finger and hand games.

- Use various types of teaching aids.
  - . Flannel boards and flannel board figures to aid in body part identification.
  - . Large sheets of paper to reproduce the pupil's shape. Draw around pupil and then ask him to cut with scissors around the outline of himself, and to fill in the details of his body parts, clothing, etc.

BODY AWARENESS
SPATIAL RELATIONSHIPS

SECTION ONE - GOAL I - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Touch his body parts to other body parts.	- Provide a wide range of activities; i.e., touch nose to knee, chin to chest, ear to shoulder, toes to nose, wrists to ears, elbows to legs, chin to wrists, wrists to ankles, fingers to shoulders, wrists to back, foot to leg.		
	- Touch his body parts to his body surfaces.	- Instruct the pupils to: . Touch the front of his body. (Then sides, back, top, and bottom). . Place the back of his hand to the top of your head. . Touch the inside of his leg to the inside of his arm.		
	- Touch his body surfaces to other body surfaces.	. Tell the name of the surface he is touching. "I am touching the bottom (sole) of my foot to the front of my leg." . Complete sentences which tell about the usage of the various body parts. "I see with my _____." "I walk with my _____."		

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal I. Help every pupil to acquire an acceptance, and an understanding of his body, and knowledge of his body's position in space.

Objective 2. The pupil can demonstrate knowledge of laterality.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to explore the Left and Right Sides and Parts of his body, the pupil can: . Touch, move, and name the left side, right side and parts of his body.	- Encourage the pupil with upper extremity involvement to name or move the part and surface while someone else touches the part of the pupil. - Instruct the pupil to "Touch your left (right) leg (arm, ear, etc.)". - Instruct the pupil to "Touch the left side of your face," etc. - Instruct the pupil to move a body part and to name the part and the side where the part is located.	Books. 108: Physical Education Framework Committee. pp. 20-31. Records. 148: The Development of Body Awareness and Position in Space.	

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to move the body and body parts across the Vertical Midpoint the pupil can: - Move the whole body by: . Rolling on the side to the left, and to the right. . Rocking on the buttocks, forward and backward.	- Encourage the pupils to use various body position: sitting, standing, and lying on front and back while crossing the center of his body with his body parts. . Use words such as: twist, turn, swing, sway, shake, beat, push, pull, reach, shrug, clap, tap, stamp. . Provide instruction in stunts and tumbling activities such as the "Log Roll", "Egg Roll", and "Angels in the Snow."	Books. 115: Roach: pp. 44-47. 121: Stein: pp. 7, 15.	
	- Move his body as a whole by twisting, turning, swaying, bending, etc.	- Encourage bilateral, unilateral, and cross-lateral movements.		
	- Move the left side (arm and leg separately and/or together) across the front part of the body. Repeat on the right side.	- Instruct the pupil to touch right shoulder with left hand, cross right leg over left, etc. - Instruct the pupils to turn a long rope in a smooth, rhythmical fashion to the left and to the right. - Instruct the pupil to hop one time on one foot and one time on the other. Vary the pattern by a 2-2 pattern, a 1-2 pattern, etc.	Equipment. Chalk. Chalkboard. Eraser. Long Jump Ropes. Low Bar. Mats or Turf. Percept-O-Grid. Peek Publications.	
	- Move the left side (arm and leg separately and/or together) across the back part of the body. Repeat on the right side.	- Use the chalkboard as an activity, and: . Draw two horizontal X's 24" apart on chalkboard. Ask pupil to keep his body straight and to draw with one hand a line connecting the X's. The line should be drawn with one hand while the pupil remains in one place.		

		. Request the pupil to draw a circle 20" - 24" in diameter directly in front of himself. The circle should be directly in front of his body rather than on either side or in front of the preferred hand.		
5	Given an opportunity to move his body and body parts across the Horizontal Midpoint, the pupil can: - Bend the top part of his body to touch the bottom part of his body. - Bend the bottom part of his body to touch the top part of his body. - Roll head over heels forward and backward (forward roll-backward roll).	- Encourage the pupil to use various body positions - standing, lying, kneeling, hanging by knees, etc., and to cross the body parts above his waist with the body parts below the waist. - Instruct the pupil to touch the right leg with the left hand, the right foot with the left elbow, etc. - Instruct the pupil to turn and jump a short rope smoothly forwards and backwards. - Provide instruction in stunts and tumbling activities such as "Egg Sit," "Forward Roll," "Backward Roll," "Human Ball," and "Tangle." - Use the chalkboard as a classroom activity and: . Place two small X's shoulder width apart, over the pupil's head on chalkboard. Request the pupil to draw two straight lines simultaneously from the X's to the bottom of the board. Lines go straight down, neither bow in nor out.	Books. 115: Roach: p. 53. 120: Stein: pp. 7, 8, 12, 14, 18. Equipment. Chalk. Chalkboard. Eraser. Mats or Turf. Short Jump Ropes. Percept-O-Grid. Peek Publications.	

Goal I. Help every pupil to acquire an acceptance and an understanding of his body and knowledge of his body's position in space.

Objective 3. The pupil can demonstrate knowledge of directionality.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given an opportunity to identify and locate Body Parts and Surfaces on People, Dolls, and on Pictures of People, the pupil can:		Books. 11: Braley: pp. 2, 13-16. 108: Physical Education Framework Committee: pp. 20-31.	
	- Name and locate the body parts and surfaces on a person and on a doll.	- Ask the pupil to touch, name, and tell the side and the location of the body parts (left-right, up-down, front-back).		
	- Name and locate body parts and surfaces on flannel board figures and on people in pictures.	- As a classroom activity: . Use flannel board figures and body parts to reconstruct the body shape on flannel board. . Ask the pupil to draw a picture of a person, and later, a picture of himself. - Evaluate the pupil's perception of himself by noting the detail, proportions, size, placement on paper, etc. - Encourage the use of detail in the picture.	Equipment. Crayons. Dolls. Flannel Board. Flannel Board Figures. Paper. Pictures of People.	

5	Given an opportunity to identify his body parts and body surfaces while in Stationary or Moving Positions, the pupil can: - Name and locate his body parts and surfaces while being stationary. - Name and locate his body parts while moving.	- Teach the concepts while the pupil is in a vertical, horizontal, and inverted body position. - Teach the pupil various stunts and tumbling activities such as "Wring The Dishrag" and "Double Walk." - Instruct the pupil to stand and bend, sit and stretch, lie and lift, hang on the low horizontal bar, etc. Ask him where his body parts are in relation to his other body parts, as well as in relation to the ground and other objects around him. - Instruct the pupil to move in various directions, (forward, backward, etc.). with various speeds (fast, slow, etc.), in various levels (high, low, etc.).	Books. 11: Braley: pp. 18, 20. 29: Cratty: p. 21. 63: Hatcher: p. 51. 120: Stein: pp. 12, 14. Equipment. Balance Beams. Balance Boards. Low Horizontal Bar. Mats.	
6	Given an opportunity to Identify the Position of his Body in relation to fixed objects, the pupil can: - Place his body and its parts next to, inside of, on top of, under, over, in front of, and in back of various objects.	- Provide various types of objects, such as boxes, tables, etc. Instruct the pupil to place sides and parts of his body near and on objects. Ask questions and let the pupil tell which side or part is near the objects, etc.	Books. 11: Braley: p. 19. 29: Cratty: p. 22. Equipment. Balls. Boxes. Chairs. Mats or Turf. Various Objects.	

SECTION ONE - GOAL I - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Name the location of his body in relation to the object.	. Instruct the pupil to place his hands in a box, under the table, his back to the ball, head on the chair, etc. Let pupil tell whether the ball is in front of him, behind him, by his back, side, etc. Instruct pupil to locate objects and people by telling where they are in relation to himself. - Instruct the pupil to place his back on the mat. Ask him to put his side on the mat, etc.		
7	Given an opportunity to identify the Position of Stationary and Moving Objects, the pupil can:		Books. 11: Braley: pp. 5, 8. 29: Cratty: p. 21. 63: Hatcher: pp. 23-26. Equipment. Balls. Boxes. Chairs. Various Objects.	V
	- Name the location of the object in relation to his own body.	- Inquire whether the object is in front of, in back of, to the left or right side of, etc.		
	- Name the directions the object is moving.	- Use specific directions such as left, right forward, backward.		

8	Given an opportunity to Name the Body Parts and Surfaces of Other People, the pupil can: - Indicate the sides, left and right, of other people's bodies and their body parts. - Describe the position of other people and their bod[illegible]rts.	- Identify the pupil's left hand or arm by the use of a ribbon, tape, etc. - Reinforce the concepts that when the pupil moves, or when the body position is changed, the sides and parts remain the same - only the directions change. - Request the pupil to tell about the location of a person's left and right arm, whether the chair is by the teacher's left or right side, etc. - Provide instruction in stunts and tumbling activities such as "Human Rocker," and "Monkey Roll." . Encourage pupil to describe body position of himself and others.	Books. 120: Stein: pp. 17, 25. Equipment. Chairs. Ribbon or Tape. DIRECTIONALITY	

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal II. Provide each pupil with the opportunity to develop skill in fundamental movements.

Objective 1. The pupil can move in place in a variety of ways.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to explore **Axial Skills**, the pupil can:		Books. 90: L.A.City: pp.21-22,59, 61.	
	- Bend.	- Encourage the pupil to bend and stretch his body and his body parts. . Toward and away from the center of his body. . In various positions: standing, sitting, kneeling. lying. . With big and small movements. . While at different levels. . Alone and with a partner. . Use the terms "curl", "tuck", and "reach". - Precede tasks involving maximum stretching with warm-up activities. - Stress good balance before moving.	108: Physical Education Framework Committee. pp. 7-8, 20-24. 117: Schurr: p. 249.	
	- Stretch.			

	- Push. - Pull.	- Instruct pupil when pushing and pulling, to bend knees, place feet (knees, etc.) a distance apart and to push away from and pull toward the center of the body. - Use sentences such as: . "Show how many parts of your body you can use to push and pull." . "Show how you can push and pull while you are standing, kneeling, sitting, and lying," . "Push with the right side of your body and pull with the left." "Reverse." . "Push while moving in a circle, square, triangle." . "Show how you would push and pull something that was very light and something that was very heavy." - Encourage pupil to use the: . Principles of balance and the center of gravity. - Use sentences such as, "Show us how to push, pull...": . An object toward or away from the body. . An object while standing, kneeling, sitting, lying. . An object fast, slow. . A partner who is standing, sitting, lying etc. - Perform stunts and tumbling activities such as "Skin the Snake."	Equipment. Balls. Beanbags. Objects to push and pull. Ropes. Records. 190: Shoemakers' Dance. 196: The Swing.	

SECTION ONE - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Tie a rope to a stationary object and have the pupils pull on it.		
	- Lift. - Lower. - Rise. - Fall.	- Instruct pupil that: . Lifting involves pushing and pulling movements in a vertical direction rather than in a horizontal direction. . The hands, arms, and knees bend as the object is picked up, and extend or lower as the object is moved to another place.	Books. 117: Schurr: pp. 246-247, 251-252. 120: Stein: pp. 7-8, 12-13,17-18.	
		- Encourage the pupil to: . Use a wide base of support. . Lift and lower an object close to his body.	Equipment. Balls. Beanbags. Mats. Ropes.	
		- Encourage the pupil when falling to relax, and to move slowly downward, and to spread the fall over wide areas of the body.		
		- Use sentences for falling such as: . "Relax". . "Bend joints". . "Roll with the fall". . "Tuck head".		
		- Have the pupil: . Perform stunts and tumbling activities such as: - "Back to Back Rise". - "Turk Stand". - "Forward Roll".		

		. Roll in a curled position when falling forward, sideward, and backward. . Jump from a low box and go into a roll. . Melt like an ice cream cone. . Collapse like a balloon. . Lift a basketball, a balloon, a bowling ball. . Lift a medicine ball. . Lift a box and put it on a high shelf.		
	- Swing. - Sway.	- Instruct the pupil that: . Swinging involves rotary pendular, and/or hanging, and supporting movements around a fixed base which is above or to the side of the moving part. . Swaying involves curling movements with the base of support below the moving part. - Use sentences such as: "Show us how you can...": . Stand and swing one arm and one leg. . Sit and swing one part forward and one part backward. . Lie down and sway four parts of your body.	Books. 21: L.A. City: pp. 12-13. 22: L.A. City: p. 12. 100: L.A. City: p. 12-13. 110: L.A. City: p. 52. 117: Schurr: pp. 253-254. Equipment. Horizontal Ladder. Low Bar. Mats.	

SECTION ONE - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Use stunts such as: . "Toe-Heel Rock". . "Windy Trees". . "Trees in the Wind".		
	- Turn (whirl).	- Instruct the pupil that: . Turning involves rotary movements of the body as a whole.		
	- Twist.	. Twisting involves rotary movements of the body and its parts by turning the parts in opposite directions and/or revolving around the center keeping the feet stationary. . Stopping after a fast turn requires regaining balance and control of weight.		
		- Use sentences such as, "Let's see how you can...": . Turn your whole body around. . Stand on one foot, turn body around quickly, then slowly. . Sit down, turn yourself around quickly, then slowly. . Twist one arm around the body; both arms. . Twist one body part in one direction, another in the other direction.		
		- Teach stunts such as "Wring the Dish Rag", "Lariat", "Twister", "Windmill", and "Woodchopper."		

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal II. Provide each pupil with the opportunity to develop skill in fundamental movements.

Objective 2. The pupil can balance in static and dynamic positions.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementations	Source Materials	Codes
	Given the opportunity to Explore Static Balance, the pupil can: - Balance in a sitting, kneeling, and standing position. - Balance on one foot. - Balance with one foot directly behind the other. Reverse.	- Encourage the pupil to: . Balance and change his center of gravity by bending forward, leaning backward, and holding his arms out to his sides or close to his body. . Balance with his eyes open and then with his eyes closed.	Books. 47: Fleishman: pp. 33-34, 85-88, 157. 108: Physical Education Framework Committee: pp. 2,4,7-11, 51.	L
	Given the opportunity to Explore Dynamic Balance, the pupil can: - Balance while moving in a straight line. - Balance while moving in a curving line.	- Encourage the pupil to: . Use good body alignment. . Use various types of foot placement such as heel against toe, and feet side by side. . Balance while moving in different directions.	16mm Films. 202: Balance Skills. AXIAL SKILLS BALANCE SKILLS	L

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal II. Provide each pupil with the opportunity to develop skill in fundamental movements.

Objective 3. The pupil can move from place to place in a variety of ways.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to explore Locomotor Skills, the pupil can: - Creep. - Crawl. - Roll. - Walk.	- Provide opportunities for the pupil to learn the following vocabulary and concepts. . Speeds: slow, slower, fast, faster. . Levels: high, low. . Formations: lines, circles, squares, triangles, etc. . Directions: forward, backward, sideward to the left and sideward to the right; over, in , around, through, up, down. . Forces: tight-heavy, soft, loud. . Distances: close, closer, closest, far, farther, farthest. . Space: large, small. . Surfaces: rough, smooth, wet, dry, hard, soft, even, uneven. - Use safety precautions: . Individualize the instruction and teach on a one to one basis. . Allow the pupil to perform activities only on the surfaces which would be safe. Teach for the type of surface, not actually on that surface, when it would be unsafe, i.e., rough, wet, uneven, etc.	Books. 24: Clure: pp. 1-24. 28: Cratty: pp. 39-40. 29: Cratty: pp. 6-44. 37: Crume: pp. 1-26. 52: Franklyn: p. 61. 108: Physical Education Framework Committee: pp. 7-8. 110: L.A. City: pp. 119, 124, 160-169. 117: Schurr: pp. 232-234, 236-238. 121: Stein: p. 7.	

		- Use an Obstacle Course. - Define areas on the mats where pupils can crawl, creep, and roll. . Use tape (yellow plastic or masking tape) to help mark the course. . Use traffic cones for guides on the mats. . Place inner tubes on mats in an upright position. Have pupils crawl through the tubes. - Motivate by placing objects near pupil but out of his immediate reach. - Encourage the pupil to use cross-pattern movement when creeping and crawling and to look at extended hand when moving. - Be aware of the safety factors that are necessary in walking on different surfaces. Instruct pupils to use special care when walking on a wet, slick surface, or on an uneven, splintery floor. . Instruct the pupil to lean forward when walking up the hill and to lean backward when walking down hill. . Instruct the pupil to tell about the variations that exist in the surfaces and what adjustments may be needed in length or stride, speed, etc.	Equipment. Balls. Blocks. Chairs. Foot and Hand Prints. Inner tubes. Mats or turf. Ropes. Rhythm Instruments. Saw Horses. Signs. Tape. Toys. Traffic Cones. Various Objects. Records. 134: Basic Motor And Ball Skills. 184: Round And Round The Village. LOCOMOTOR SKILLS	

SECTION ONE - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Instruct the pupil to walk from heel to balls of the feet, and then to the toes. - Use key phrases, such as "Toes straight ahead," "Push off with toes," "Walk tall; head up, chin in, look straight ahead," "Swing legs from hip", and "Swing arms and hands forward smoothly." - Encourage the creative use of various types of walking steps, such as shuffle steps, large steps, small steps, combinations of steps, cross-over steps, etc. - Encourage the pupil to walk with various types of foot placement: heel placed against toes, toes placed against arch of foot, etc. - Instruct the pupil to walk on foot patterns or paper discs placed at varying distances. - Select objects of various heights. Note the judgments of the pupil as he steps over, around, etc. to see whether his spatial awareness of the relationships and his eye-foot coordinations are accurate. - Alter the heights of doorways to make them "lower" by the use of a tape; construct tunnels from sawhorses, chairs, etc., elevate surfaces by using hollow blocks, etc.	Books. 30: Cratty: pp. 6, 44. 37: Crume: pp. 1-26. 38: Crume: pp. 1-34. 52: Franklyn: p. 61. 110: L.A. City: pp. 119, 124. 117: Schurr: pp. 232-234.	

	- Run.	- Teach games such as "Rail Walking," "Lines and Zig Zags," and "Object Touching." - Know the capabilities and limits of the pupils for safety. - Use sentences such as: . "Run on balls of feet." . "Bend elbows and knees." . "Swing hands and arms forward." . "Head up." . "Run lightly." - Be sure that as the pupil runs, he gives equal use to both sides of his body by using arms as well as legs and extending them in the direction he is traveling. - Run for short distances in the beginning. Lead up to greater distances. - Instruct the pupil to: . Jog by putting heel down first and then toes. . Sprint by running on the balls of the feet. - Teach games such as "Relay" and "Beanbag Tag."	Records. 169: Music For Physical Fitness.	

SECTION ONE - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progresssions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Jump.	- Instruct the pupils to swing arms in the direction of the jump and to lean forward to cover greater forward distance, to push off against floor, and to bend knees slightly when landing. - Teach activities and games such as: "Square Hopscotch" and "Jumping Fancy." - Provide instruction in stunts and tumbling activities, such as 1/4, 1/2, 3/4, 4/4 turns.	Equipment Balls. Castanets. Coconut Shells. Drums. Mats. Ropes. Wood Blocks. Records. 158: I Should Like To Go To Shetland. 180: Rhythm Time. 197: Ten Little Indians.	L
	- Gallop.	- Use balls and ropes to enrich the lesson. - Use sentences such as: . "Lead with same foot." . "Big step, little step." . "Keep toes pointed forward." - Emphasize the rhythm of the movement, short, long, ___ ________. - Encourage pupil to lead with the preferred foot for a while and then change to the other; lead with the left for a while and then with the right.		

	- Slide.	- Use phrases "Step to side," "Draw foot up to the other and hop," "Shift weight from lead to following foot." - Instruct the pupil to slide: . And change directions smoothly. . Without bumping anyone. . With and without a partner. - Be sure the pupil has the skill of balancing on one foot before introducing movement on one foot. - Utilize the support of a prop such as a person, pole, chair, etc. . Use a moving prop as skill is learned. . Give other physical support when needed before pupil practices on his own.		
	- Hop.	- Use short sentences such as: . "Hop up in the air on one foot and land on the same foot." . "Lift or swing arms in the direction you are going." . "Hold your head high." . "Bend your knee to give more spring." . "Keep the inactive knee bent to keep the foot from touching the ground." . "Land on toes, then ball of foot, and then heel." - Encourage the pupil to hop on both feet and then in a pattern - such as the Flea Hop (hop, slide, etc.). - Teach games such as: . "Hopscotch" and "Beanbag Hop."	LOCOMOTOR SKILLS	

SECTION ONE - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Skip.	- Instruct the pupils to: . Hop a few times on left foot then a few times on right. . Repeat. . Hop fewer times on left; fewer times on right. . Repeat until this is mastered. . Hop two hops on left and two hops on right. . Hop one hop left and one hop on right, moving forward. - Use sentences such as: . "Step-hop, step-hop." . "Step forward and hop up." . "Swing arms up." - Encourage one pupil to use a prop or to skip with another who is having difficulty in skipping.	Records. 134: Basic Motor and Ball Skills.	L
	- Leap.	- Instruct the pupil to land on balls of feet. . Use words such as: "Push up, and stretch, and reach." "Swing arms up and forward." "Bend your knees, slightly." - Use sentences to make a movement pattern, "Leap, leap, leap, leap." "Leap, leap, run, run," etc. . Encourage pupil to attain distance and height.		

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal II. Provide each pupil with the opportunity to explore and develop skill in fundamental movements.

Objective 4. The pupil can combine moving in place and moving from place to place.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Jump and land.	- Encourage the pupil to: . Jump in the air and land with the knees bent. . Jump over a line or a rope and land. . Run, jump, and land. . Jump, land, and jump again. . Jump, turn, and land. . Jump and land with a partner. . Jump off of objects gradually increasing the height and land. . Hang on apparatus, let go, land and maintain balance. - Teach the pupil to: . Land on balls of the feet. . Hold arms sideward. . Bend knees. . Keep chest and head high. . Look where you are landing. . Hold the pupil's hand for support. . Ask the pupil to jump forward. Next switch to holding one hand. Standing side by side. . Look in the direction of the next movement. . Land lightly on both feet.	Books. 30: Cratty: pp. 11, 21-22, 33. 108: Physical Education Framework Committee. pp. 49-51. 109: L.A. City: pp. 57-59, 121, 125, 136, 141. 117: Schurr: pp. 236-238, 241-242. 121: Stein: pp. 6-7, 9, 17. Equipment. Balls. Horizontal Ladder. Sturdy Objects for climbing on and jumping off.	L

LOCOMOTOR SKILLS
COMBINATION MOVEMENTS

SECTION ONE GOAL II - OBJECTIVE 4

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Provide instruction in stunts and tumbling such as - "Kangaroo Hop," "1/4 and 1/2 Top Spin,' and "Crossing The Brook." - Use apparatus and objects to jump from the top to the ground below. - Be aware of and provide for a safe surface on which to land.	Equipment. Balls. Horizontal Ladder. Sturdy objects--for climbing on and jumping off.	L
	- Pivot.	- Encourage the pupil to: . Pivot and change directions on command. . Pivot in a circle on right foot or left foot. . Walk a short distance, stop, and pivot. . Run, stop, and pivot and run to starting point. . Face a partner and pivot away from him. . Bounce a ball, stop, and pivot and throw. . Make a pattern of pivoting on toes, then on heels. . Pivot on hands (hips, etc.). - Have the pupil place the right foot in front of the left and while keeping his feet in a stationary position, turn forward and backward. Reverse feet.		

		- Use sentences such as the following: . "Spin on ball of foot." . "Push with the free foot." . "Bend knees." . "Keep weight low over stationary foot." - Provide instruction in stunts and tumbling activities such as - "Coffee Grinder." - Teach games such as: . "Circle Travels, and "Find It and Walk It."		

SECTION ONE - GOAL II - OBJECTIVE 4

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Use sentences for dodging - such as: . "Bend knees." . "Shift weight backward to stop forward movement." . "Push off in the new direction."		L
	- Dodge.	- Encourage the pupil to: . Run to a line and change directions. . Run around a series of obstacles. . Stand and dodge a ball being thrown at him. . Run and avoid being tagged by a partner. . Dodge several balls being thrown. . Dribble a ball and try and dodge a partner who is trying to get the ball. . Dribble a ball and dodge around pins as in an obstacle course.		
		- Teach games such as: . "Center Tag." . "Roll Dodge Ball." . "Exchange Dodge Ball."		
	- Start and stop.	- Use phrases such as the following for starting: . "Begin to move when you hear the word "Go" or when you see the signal, etc." . "Lean forward when you are moving forward."		

- Use sentences such as the following for stopping:
  . "Think about stopping before you stop."
  . "Bend knees."
  . "Stop with feet apart, side by side, or with one ahead of the other. Head up."
  . "Shift your weight in the direction opposite your movement.

- Encourage the pupil to:
  . Start on a command.
  . Start at a specific point.
  . Move (run, skip, gallop, etc.) a certain distance and stop.
  . Move and stop on signal.
  . Move and stop in an area.
  . Move and stop on a line.
  . Combine various movements such as - jump, run, and stop.
  . Move and stop with a partner.
  . Move a certain number of steps and stop for a certain count and then continue to move.
  . Move in a group and all stop at once.

- Teach games such as:
  . "Circles & Half Circles," and "One Base," "Beefsteak."

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

Goal II. Provide each pupil with an opportunity to develop skill in fundamental movements.

Objective 5. The pupil can use small objects and equipment.

Levels	Sequences - Teaching Progressions	Suggesstions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to use Beanbags, the pupil can: - Use beanbags in a variety of ways.	- Provide one beanbag for each pupil. - Encourage the pupil to experiment with the beanbag before giving specific motivating challenges. - Encourage the pupil to use bilateral movements to develop both sides of the body. - Select activities to involve the use of all parts of the body including arms, legs, head, and trunk. . Toss and catch a beanbag with both hands, with right hand, with left hand, and then with alternating hands. . Toss a beanbag underhand to a partner (into a box). . Toss beanbag into the air, clap hands in front and back of body and catch. . Toss beanbag into center opening of a beanbag board from distance of 5 feet.	Books. 39: Dauer: pp. 88-89. 90: L.A. City: p. 37. 108: Physical Education Framework Committee: pp. 7-8. Equipment. Beanbags. Beanbag boards. Boxes.	U

		. Toss beanbag to partner 6 feet away and catch the beanbag that partner has thrown. . Balance beanbag on head and walk, run, skip, hop, and jump. . Balance beanbag on head, put both hands behind back, tip head backward and catch beanbag as it falls. . Lie on back, pick up beanbag with feet, put beanbag behind head. Reverse. - Incorporate many of the above activities into relays and other types of games.		
	Given an opportunity to use Balls, the pupil can: - Roll balls.	- Provide: . One ball for each pupil. . Balls of various sizes. - Encourage each pupil to experiment with balls before giving specific activities. - Use motivation phrases such as: "Can you..," "Show us...," "Let's see..," etc.	Books. 2: Alameda County Schools: pp. 50-51. 106: Nagel: pp. 58-63, 65, 67-68, 70, 77, 91, 144, 151. 110: L.A. City: pp. 71, 80-81, 83, 149, 153. Equipment. Balls. Bowling Pins. Boxes. Jump Ropes. BEANBAGS BALLS	U

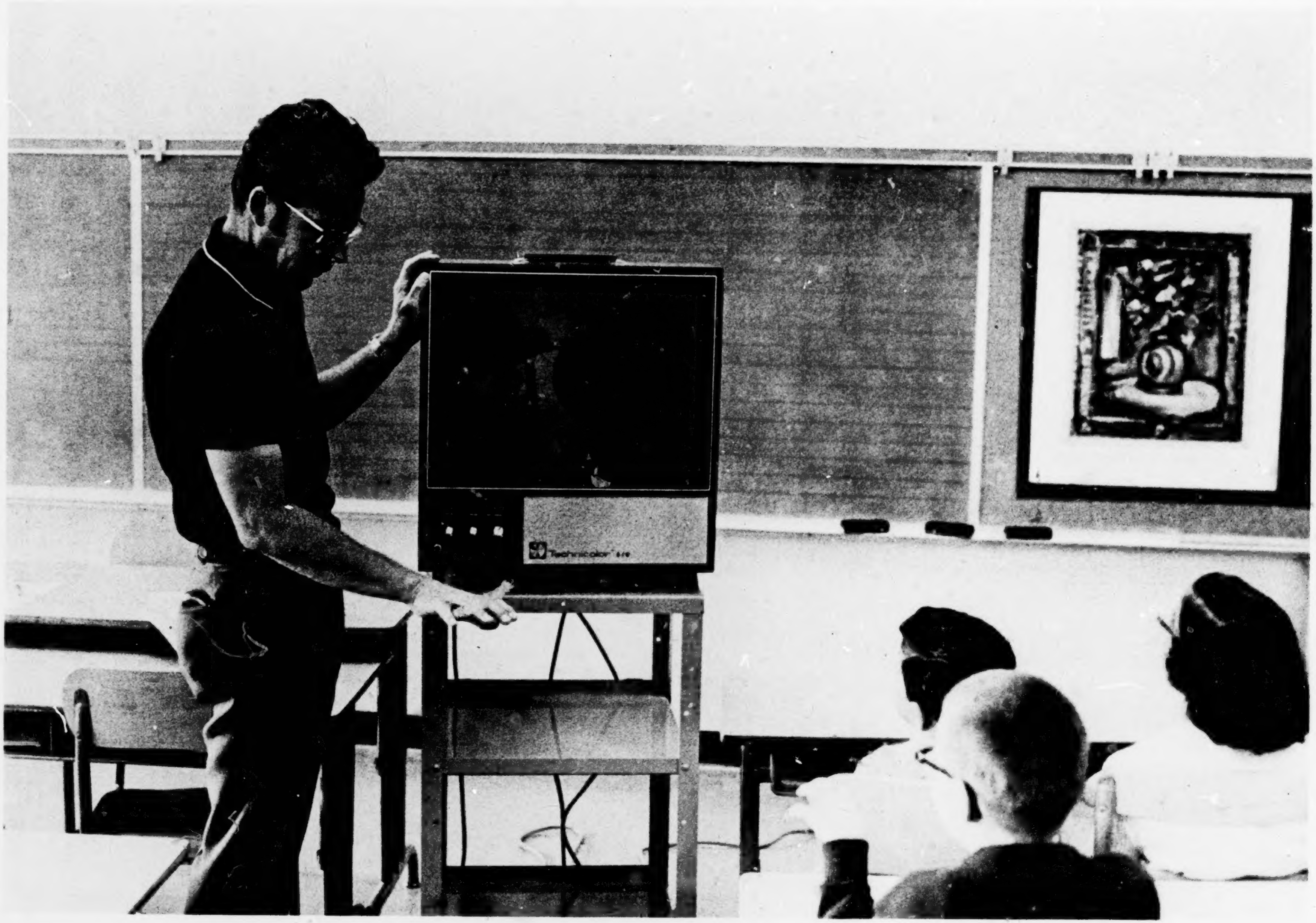
SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Instruct pupil to: . Roll a ball and retrieve it. . Roll a ball while seated to a partner who is also seated so it passes between his feet. . Roll a ball to a wall and catch it as it rolls back. . Roll a ball into a box 10 feet away. . Roll a ball for 10 feet down a 3 foot alley. . Roll a ball with: - Two hands underhand. - Two hands underhand from the left side, the right side. - One hand underhand from the left side, the right side. - Teach games such as: "Hot Potato," and "Tunnel Ball." - Instruct the pupil to look at the target when rolling the ball. - Instruct the pupil when seated to push the ball with two hands with fingers pointing up to prevent scraped fingers.	Records. 134: Basic Motor and Ball Skills.	
	- Bounce and catch balls.	- Instruct pupil to look at the ball when catching and at the target when bouncing the ball.	16mm Films. 203: Ball Skills.	U

		- Instruct pupil to: . Bounce and catch a ball. . Catch a ball bounced from a partner. . Bounce a ball to partner 5 feet away. . Bounce ball to two or more partners. . Make a rhythm of bouncing and catching; "Bounce, bounce, catch, etc." . Bounce a ball so that it goes over a jump rope stretched waist high. . Bounce a ball, turn around and catch it. . Bounce a ball continuously in hopscotch squares. . Bounce a ball several times while walking and running. . Bounce ball with both hands, with the left hand, and then with the right hand. - Teach games such as: "Two Square Bounce."		U
	- Throw and catch balls.	- Instruct the pupil to: . Look at the ball when catching. . Point the hands toward the target when throwing. . Step in the direction of the target using the foot opposite his throwing hand when throwing.	BALLS	

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Instruct the pupil to: . Toss a ball with a two hand underhand throw to a partner. . Throw a ball up in the air and catch it. . Let the ball bounce and catch it. . Throw a ball with an underhand toss to handball wall. Let the ball bounce and catch it. . Throw a ball underhand into a box 6 feet away. . Throw a ball using a side toss to partner 10 feet away. . Throw a ball with an overhand throw to partner 10 feet away. . Throw a ball to a partner over a jump rope held at shoulder height 10 feet away. . Throw a ball at handball wall with a side toss, underhand toss, and over-hand throw. Let the ball bounce and catch it. . Throw a ball with a: - Two-hand underhand throw. - Chest throw. - Two-hand overhead throw. - One-hand overhand throw. - Teach games such as: "One Old Cat Throw." "Circle Keep Away." "Ball Distance Throw." "Target Race."		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	- Kick balls.	- Use sentences such as: . "Keep your eyes on the ball." . "Aim slightly below the center of the ball." (Kick through the ball). . "Use your arms for balance." - Instruct pupil to: . Kick a stationary ball on the ground to a handball wall. . Kick a stationary ball on the ground to a partner in a game court 10 feet away. . Kick a ball rolled to him by a partner. . Kick a bouncing ball to a partner. . Kick a ball held in the hand. . Catch a kicked ball. - Teach games such as: "One Base," and "Line Up Kick Ball."	BALLS	L
	- Strike ball with the hand.	- Provide a target to aid the pupil in aiming. - Encourage pupil to look at the ball until it hits the target. - Emphasize the fact that the direction of the ball is controlled by the position of the hands. . Instruct the pupil to hit: - The top of the ball if it is to go downward. - The back of the ball if it is to go forward. - The bottom of the ball if it is to go upward.		U

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Stress safety factors. . Protect the little finger by keeping it close to the other fingers. . Hit the ball with the palm of the hand, not the ends of the fingers. . Make a fist by closing hands and curling thumb outside of the fingers and out of way of ball. - Drop the ball from waist height, and on the rebound, strike it open-handed with two hands underhand and hit a target. - Drop the ball from waist height, and on the rebound, strike it open-handed with two hands overhand and hit a target. - Toss the ball up above the head, and on the descent when it is in front of the face, strike it with two hands open-handed and hit a target. - Hold the ball, waist high, in palm of hand; swing other arm down and back and strike ball and hit a target. - Hold the ball, waist high, in palm of hand; swing other arm across the body from one side to the other and strike the ball with an open hand using the heel of the hand and side of thumb to contact the ball and hit a target.		

		- Toss the ball into the air over the head; swing other arm up and strike ball underhand with open hand using the heel of hand and side of thumb to contact the ball, and hit a target. - Hold ball, waist high, in palm of hand; swing other arm across the body from one side to the other and strike the ball with the fist, and hit a target. - Teach games such as: "Chinese Handball," "Two Squares," "Circle Sock Ball," "Bat and Run," and "Beginning Fist Ball."		
	Given the opportunity to use Jump Ropes, the pupils can: - Jump long jump ropes. - Turn long jump ropes.	- Provide one long rope 15' - 19' long for each group of 4-5 pupils. - Instruct the pupil who is jumping the rope to: . Jump in rhythm to words, "Jump, jump." . Jump two times on one side of stationary rope, jump over the stationary rope, and two times on the other side of the rope. Repeat. . Stand beside the rope, face the turner and, as the rope comes near him, ask him to jump over it using two small jumps. Repeat the movements.	Books. 21: L.A. City: pp. 8, 15-16. 22: L.A. City: p. 8. 39: Dauer: pp. 359-362. Equipment. Long Jump Ropes, 16' - 19'. BALLS LONG JUMP ROPES	

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Look at the rope. . Jump on balls of feet and bend his knees. - Instruct the pupil who is turning the rope to: . Turn with a straight arm and look at the jumpers feet. . Turn from the shoulders using the entire arm. . Swing rope 1/4 arc before turning the rope in a complete arc. - Add music and/or rhymes after rope jumping is learned. - Provide the opportunity to: . Walk, then jump over a stationary rope on the ground. . Walk, run, and jump over a low swinging rope--1/4 arc (front-door, back-door). . Turn a long rope rhythmically left and right. . Stand next to rope before it is swung overhead, jump the rope as it touches the ground. . Double jump while standing next to the rope. . Run in as the rope is turned toward him and jump. ("Run in the front door"). . Run out of the rope after jumping. . Run in as the rope is turned away from him and jump. ("Run in the back-door"). . Run in with a partner.	Records. 185: Rope Jumping and Ball Handling. 16mm Films. 232: Rope Jumping.	

		. Jump. . Bounce a ball. . Play catch and jump. . Jump and turn. . Jump and touch the ground.		
	- Jump and turn short ropes.	- Provide one short rope for each pupil. - Teach the pupil to measure jump rope for correct length by having the pupil stand on middle of rope and bringing the ends up to his arm pits. - Instruct the pupil to jump on balls of feet and bend knees. - Use sentences such as. . "Swing the rope forward over your head." "Pull it with both hands close to your toes." "Jump over it." "Do it again." . "Swing, jump, jump; swing, jump, jump." (double jump). . "Swing, jump; swing, jump." (single jump). - Instruct the pupil to: . Jump in place without the rope. . Jump turning an imaginary rope. . Turn the rope overhead (from back to front) and jump the rope after it has touched the ground. . Single jump turning the rope forward, backward.	LONG JUMP ROPES SHORT JUMP ROPES	U

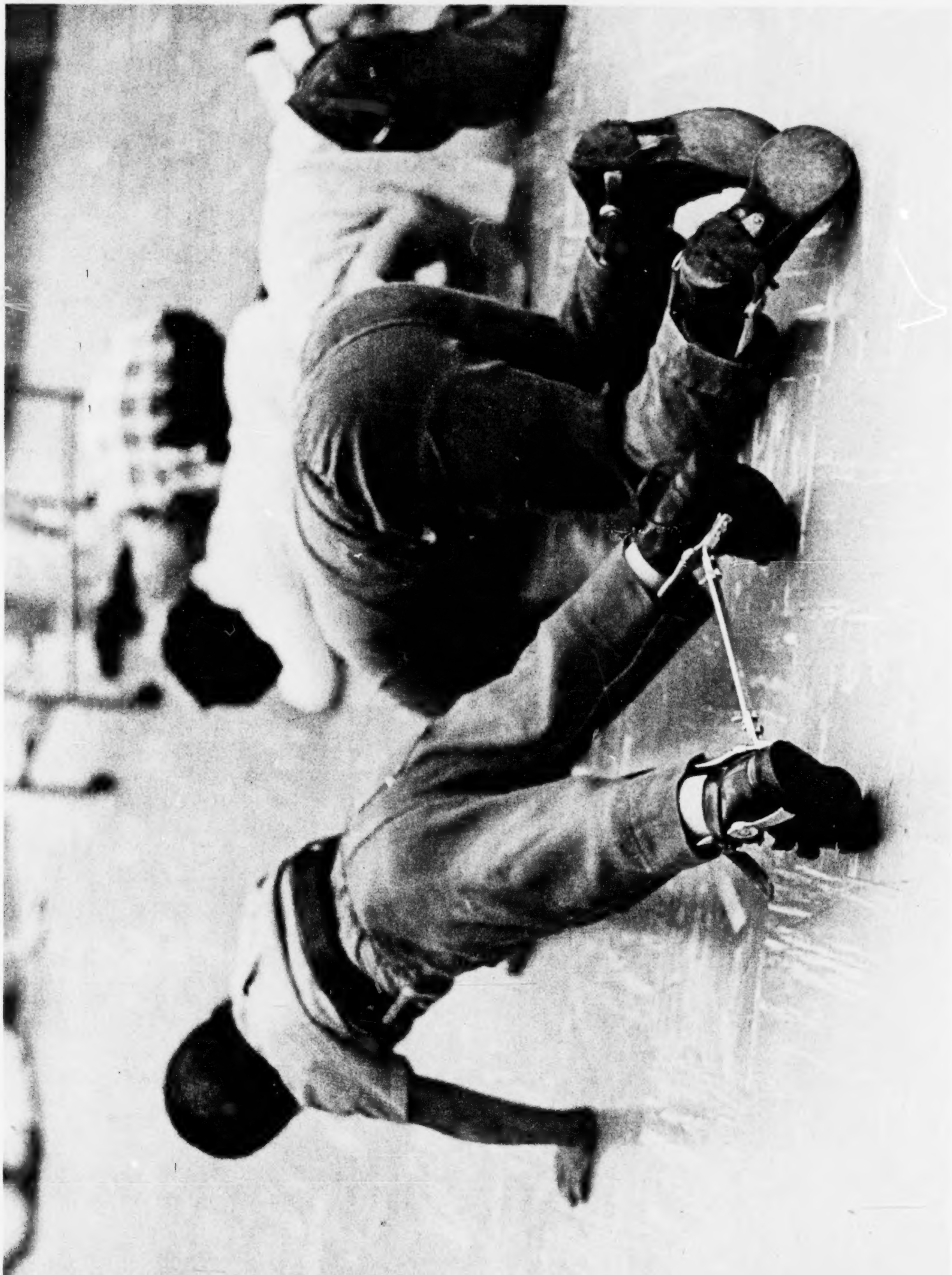
SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Double jump turning the rope forward, backward. . Single hop turning the rope forward, backward. . Skip in place turning the rope forward, backward. . Skip traveling forward. . Double jump and perform the alternate rope twirl. . Jump rope with crossed arms. . Rock on front foot while turning the rope forward and backward, and alternate to back foot. . Hop, placing alternate heels forward (bleking step). . Jump with feet together and apart (sideward, forward, backward). . Hop, swing foot forward. Alternate. . Hop, tapping toe in front, in back. Alternate. . Jump, crossing one foot over the other. . Speed jump (sing jump--"Hot Pepper"). . Jump with a partner. . Jump as long as it safely possible. . Jump and change places with a partner. . Jump in time to jump rope rhymes. . Jump while two ropes are turning simultaneously in opposite directions. (Double Dutch--front-doors and back-doors). . Jump while four people are turning two ropes that cross each other.		

		. Jump over a long rope while turning and jumping a short rope. - After music and/or rhymes after rope jumping is learned.		
	Given an opportunity to use Hoops, the pupil can: - Use hoops in various ways.	- Provide one hoop for each pupil. - Encourage each pupil to experiment and to explore and to find out what he can do with a hoop. - Be aware of the capabilities and limitations of the pupils. - Use the hoops for targets when placed vertically, or horizontally; and for places for pupils to do axial movements. - Provide opportunity for the pupil to: . Lay the hoop on the floor and jump in and out. . Lay the hoop on the floor and jump with one foot in and one foot out. . Hold the hoop upright and climb through. . Roll the hoop forward, backward, and in a circle. . Roll the hoop and run along side.	Books. 90: L.A. City: p. 39. 126: Van Hagen: p. 339. Equipment. Hoops. 16mm Films. 222: Hula Hoop Skills. JUMP ROPES HULA HOOPS	

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Roll the hoop and climb through as it is rolling. . Swing the hoop as a jump rope and jump it as it turns around. . Roll the hoop, run and cross in front of it and catch it on the other side. . Twirl hoop around wrist, arm, neck, waist, and ankle. Reverse direction. . Twirl hoop around two parts of the body at once. . Spin hoop on its vertical axis and run around it. . Roll a hoop to a partner while he rolls one to you. . Jump over a hoop using it like a rope (low swing-1/4 arc, — complete arc). - Arrange a sequence of hoops in a hopscotch or obstacle course pattern. . Teach games such as: "Musical Hoops". (Played like musical chairs). "Follow The Leader." (Movement exploration using hoops). "Squirrels in Trees." (Use the hoops as trees).		



-	Given an opportunity to use Jump Boards, the pupil can: - Jump on boards in various ways.	- Provide opportunity for the pupil to: . Jump up and down on the board and then jump to the ground. . Jump forward from the ground to the board and then back to the ground. . Jump, and hop sideward on to the board from the left and right. . Jump from the board to the ground while doing a quarter turn, a half turn, three quarter turns, whole turn. . Do "jumping jacks" while on the board. . Do the "scissors" while on the board. . Jump with one foot on the board and one on the ground. . Jump up and down on the board while tossing and catching a beanbag, and then while bouncing a ball. . Jump rope forward and backward on top of the board. - Encourage pupils to work in small groups or individually. - Provide enough jump boards so that the pupils may participate without waiting.	Books. 90: L.A.City: pp. 41, 106-107. Equipment. Jump Boards (16" x 18" x 3/4" with 2" x 2" supports on the bottom of the 16" width). HOOPS JUMP BOARDS	L

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Emphasize safety factors: . Look where you are jumping. . Use your arms to help you jump and to maintain balance. . Allow one pupil to be on a jump board (16" x 48" x 3/4") at one time. - Encourage the pupil to think of new activities to perform on the jump board—stunts such as jumping jacks and scissors, hopping, etc.		
	Given an opportunity to balance on a Balance Beam, the pupil can: - Use a balance beam in various ways.	- Be sure the pupil knows how to get on and get off the beam safely. - Start the pupil balancing in a line then gradually raise the height level from the floor. - Allow only one pupil to participate on the beam at a time. - Use visual targets placed below eye level, eye level, straight ahead, to the left, to the right, etc. - Instruct the pupil to watch foot placement. - When walking forward or backward, keep entire foot on beam, toes pointed forward. - When walking sideward, keep feet at right angles to the board.	Books. 61: Hackett: p. 71. 90: L.A. City: p. 34. Equipment. Balance Beams. Beanbags. Wands. Records. 148: Dynamic Balancing. 16mm Films. 202: Balance Skills.	L

- Encourage the pupil to use both sides of body equally to maintain balance.

- Begin with a wide balance beam of 4" in width then as the skills are learned, use a 2" balance beam.

- Use mats on either side of beam for safety if needed.

- Provide opportunity for the pupils to:
  - . Walk forward, hands held out to sides.
  - . Walk backward, hands held out to sides.
  - . Slide sidewards.
  - . Walk forward, to middle of beam, and then turn and slide sideward.
  - . Walk forward heel against toe with left foot in front of right. Reverse.
  - . Walk backward with left foot in back or right. Reverse.
  - . Walk forward and backward with hands on hips.
  - . Walk sideward to the left (and to the right.
  - . Walk on toes.
  - . Walk forward and pick up a beanbag from the center of beam.
  - . Walk forward, backward, sideward with beanbag on head.
  - . Walk to center and stoop. Rise and walk to end of beam.
  - . Step over a wand held above the beam.
  - . Climb through a hoop held above the beam.
  - . Go under a wand which is held 3 feet from top of beam.
  - . Close eyes and walk beam. (Low Beam).

BALANCE BEAM

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given the opportunity to use Square Balance Boards, the pupil can: - Balance on square balance boards.	- Space boards a safe distance apart. - Instruct pupil to begin on board with the wide base and progress to the more narrow base. - Encourage the pupil to think of new ways to balance and of other activities to do on the board. - Provide opportunity for the pupil to: . Stand on the board and balance. . Balance with feet together, feet apart. . Stoop and pick up a beanbag. . Balance with an object balanced on his head. . Balance on the left and right foot. . Balance and touch head, shoulders, hips, and knees. . Stand on toes and balance. . Turn himself around on the board to the left, and to the right. . Turn the board to the left and to the right.	Books. 61: Hackett: pp. 25-25. 90: L.A. City: p. 35. Equipment. Balls. Beanbags. Square Balance Boards. (16" x 16" with bases - 3"x3"x 3", 4"x4"x4", 5"x5"x5". 16mm Films. 202: Balance Skills.	

	Given an opportunity to use Tires, the pupil can: - Move on and around tires in a variety of ways.	- Provide assortment of tires which range in number from 4-12. - Involve small groups of pupils so that all can be active at one time. - Arrange tires in various patterns and formations. . Single row. . Double row. . Single and double row combined. . Incorporate tires into obstacle course activities. - Provide opportunity for the pupil to: . Run around a tire. . Keep one foot in the middle and move around the tire. . Jump in the middle and then jump out. . Jump on the tire and bounce off. . Run among many tires without touching the tires. . Run through the tires, placing a foot in the middle of each one. . Leap on, in, and over the tires.	Books. 61: Hackett: pp. 27-28. 90: L.A. City: p. 48. Equipment. Balls. Beanbags. Inner Tubes. Tires (automobile, truck and bicycle). 16mm Films. 204: Basic Movement Skills. SQUARE BALANCE BOARD TIRES	L

SECTION ONE - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Hop through the tires on your right foot. . Hop through the tires on your left foot. . Move on the tires with his feet touching only tires. - Encourage pupil to create own patterns of movements. - Use tires as visual targets for pupil to throw beanbags or ball through.		
	Given the opportunity to practice with Parachutes, the pupil can: - Use parachute in a variety of ways.	- Instruct the pupil to: . Hold parachute with two hands. . Listen carefully and perform the action upon command. . Work together. . Use an underhand, overhand, or mixed grip. . Turn in the same direction at the same time. . Place feet in the direction they are pulling. . Raise parachute as high as possible, and "stretch" for maximum height. - Establish a "ready position" to begin each activity: . Spread parachute smoothly out on floor. . Distribute the pupils evenly around the parachute. . Instruct the pupils to kneel and get ready to grasp the rims of the chute.	Books. 90: L.A. City: p. 42. 16mm Films. 212: Fun With Parachutes. Equipment. Parachutes. (16', 24', or 28' diameter).	

- Encourage pupils to pull the parachute without moving the feet or jerking.

- Provide opportunity for the pupil to:
  - . Raise and lower the parachute repeatedly with rapid movements while in a standing position; then in a kneeling position. ("Making Waves").
  - . Walk, run, jump, etc. to the left and then to the right while holding on to the parachute.
  - . Raise the parachute rapidly into the air so that air catches it and lifts it higher. ("Umbrella").
  - . Raise the parachute as high as possible over head and quickly take 2-3 steps toward center. When the parachute reaches its peak, take 2-3 steps back. ("Mushroom").
  - . Place a ball on the parachute as it is held waist high, and shake chute vigorously up and down. ("Bounce Ball").
  - . Raise the parachute as high as possible. When the parachute reaches its peak, step quickly 2-3 steps toward the center, raise one hand, kneel and pull rim of the parachute over head and to the floor behind the body. When the center of the parachute touches the floor all come out from under it and spread chute evenly on floor. ("Astrodome").

TIRES
PARACHUTES

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Code
		. Raise the parachute to waist level using the underhand grip. Place one foot forward and one foot back, pull chute hard and hold for six seconds. Repeat. ("Bicep Builder"). . Raise parachute to waist level using the overhand grip. Release one hand turn around so that the pupil's backs are facing the center of the chute. Reach back with the left and regrasp chute with overhand grip. Place one foot forward and one foot back, lean forward and pull. ("Horse Pull"). . Raise parachute to waist height with overhand grip and stretch tight. Roll the chute toward the center with hands, then unroll the chute and return to original position. ("Roll the Chute"). . Sit in a cross-legged position, raise parachute to knees using the overhand grip. Pull the parachute over the head to the shoulders and remain sitting, then lie down. ("Bedtime").		

	Given the opportunity to practice with Wands, the pupil can: - Use wands in a variety of ways.	- Emphasize safety factors. . Leave a large space around each pupil. . Keep wand under control at all times. - One end on floor and one in hand. - One hand on each end. - Make wands from dowling, broomsticks, or rolled paper 36" - 42" x 1/2" - 1". - Provide one wand for each pupil. - Hold wand with both hands and step over it. Step back. - Move wand with both hands over head and behind back and then step over it. Reverse. - Hold wand, sit down cross-legged and get up. - Balance wand on one hand and walk, kneel, lie down, get up, etc. - Throw wand in air and catch it. - Pretend the wand is a variety of things, (a baseball bat, a saw to cut wood, a flag, a flag pole, a paddle for a canoe, etc.), and show how to use it.	Books. 39: Dauer: pp. 20, 99. 90: L.A. City: p. 49. Equipment. Wands. PARACHUTES WANDS	U

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to practice on Single Hanging Ropes, the pupil can: - Climb single hanging ropes.	- Emphasize safety factors. . Climb only as high as strength will allow. . Climb up with the hand-over-hand grip. Legs lock the position and push the body up. . Climb down with the hand-under-hand grip. . Instruct the pupil to descend the rope slowly using a similar foot lock as he used in the climb. It is unsafe to slide down the rope. . Place mats under ropes. - Encourage resting with resting stops as pupil is climbing. - Instruct the pupil in the: . Cross leg climb (easiest). - Grasp rope overhead and pull body upward. - Swing the right leg around the rope so that the rope passes across the right instep. The left foot clamps the rope on the instep. . Stirrup lock. - Grasp the rope overhead, pulling the body upward. - The rope passes on right side under right foot and over left. When feet are clamped together, the rope is locked.	Books. 39: Dauer: pp. 273-280. Equipment. Single Climbing Ropes.	U

- Provide opportunity for the pupil to:
  - . Grasp rope, pull up from lying position to sitting position and return.
  - . Pull up from sitting position to standing position and return.
  - . Pull up from lying position to standing position, legs straight, and return.
  - . Chin on the rope - hang and pull chin up to hands.
  - . Hang in a sitting position with flexed knees.
  - . Hang in a sitting position with straight knees and bent arms.
  - . Hang in an inverted position.
  - . Climb the rope with a:
    - Cross-leg climb.
    - Stirrup lock
    - Hands only (difficult for girls).
    - Foot-and-leg lock.
  - . Descend the rope.

SECTION ONE - GOAL II - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given the opportunity to practice Double Hanging Ropes, the pupil can: - Climb on double hanging ropes in a variety of ways.	- Provide opportunity for the pupil to: . Jump up, grasp ropes with the hands, and hang with arms straight. . Jump up to a bent arm hang. . Hang with single (double) leg lifts. . Hang and peddle legs like a bicycle. . Jump up to an extended arm position and raise and lower body several times. . Do "Skin the Cat" forward and backward. . Climb up one rope and climb down the other. . Climb up one rope halfway, transfer to other rope, and continue the climb to the top (reverse the procedure on the way down). . Hang in an inverted position. - Use spotters for "inverted hangs" and "Skin the Cat". - Emphasize safety: . Place mats under ropes.	Books. 39: Dauer: pp. 159-160, 279-280. Equipment. Double Climbing Ropes.	U
	Given the opportunity to practice on a Trampoline, the pupil can: - Use trampolines.	- Teach the pupil how to: . Get on the trampoline. . Jump. . Use his arms. . Kill the jump. . Get off the trampoline.	Books. 32: Cratty: pp. 1-54. Equipment. Trampoline.	L

		- Modify the activity when needed for the pupil. . A hyperactive pupil may need manual directions and emotional support from the teacher while on the trampoline. . A blind pupil will require special spotting belts and ropes. . A retarded pupil will require special help in analysis of the movements. - Provide instruction in the various landing positions. . Seat Drop. . Back Drop. . Hand and Knee Drop. . Front Drop. - Teach agility activities and balance activities. - Engage in a number of "calming" activities, relaxation training, after a vigorous trampoline session. - Practice on the trampoline should consist of short, frequent turns.	DOUBLE HANGING ROPES TRAMPOLINE	

THE DEVELOPMENT OF RECREATION AND PLAYGROUND SKILLS

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

P.L. 88–164, Title III
J.V. 69–68

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

PRINCIPLES OF RECREATION FOR THE HANDICAPPED.

1. The handicapped pupil has the same needs, desires, and rights as all people to develop skills for participation in socially-accepted activities for leisure which provide satisfaction to the individual.

2. The handicapped should have the opportunity to participate with the non-handicapped whenever possible.

3. The activities for physical recreation should be as nearly like those for the non-handicapped as possible.

RESPONSIBILITY OF THE TEACHER AND THE SCHOOL.

1. The skills and rules of the games should be taught in a physical education class and the physical education and recreation program in the school should be organized in order to provide an opportunity for pupils to enjoy these activities at recess, noon, and after school. Many handicapped pupils could have opportunities to play at home and in their neighborhoods if their basic skills were developed on the school playground.

2. The teacher should make an effort to encourage participation in play by all pupils. Many are not aggressive enough to ask to be included in others' play. The play which a pupil enjoys today will lead to the recreation he will enjoy as an adult tomorrow.

3. Attitudes and the meaning of behavior on the playground should be understood and taught. A pupil does not automatically acquire the ability to take turns and to "play by the rules".

4. Pupils who have a disability and are unable to participate in all aspects of sports should be given an opportunity to understand sports as a spectator. Knowledge and the acquisition of the skills, rules, and scoring can help make an intelligent and appreciative spectator and participant.

SUMMARY.

Although many schools are increasing their physical education programs, there is still a need for more activity, more opportunity, and more participation on the part of many handicapped pupils. The potential of recreational and physical activities of all types, used as a stimulus for greater self realization for the physically handicapped, must be tapped by our schools.

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ASSESSMENT FOR SECTION TWO

THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the Instructional Sequences.

2. Instruct. Teach the appropriate sequences.

3. Post-Test. Measure the improvement of the pupil.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estimates the abilities of the pupil and then uses the assessment device to determine the pupil's needs and abilities in performing the necessary skills. He then adjusts the instruction to an appropriate level, increasing and decreasing the difficulty, depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for the individualization of instruction.

The assessment device can be very effective as a motivational tool for pupils toward self-improvement. If the pupil is involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities, and the necessary areas of instruction. It is not intended as a test to measure pupils against each other or to evaluate them in relation to a standardized norm. Therefore, the marking and reporting system to be used should be individual and flexible.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple "yes" or "no" may be appropriate, in others, a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
GOAL I. Exhibits Acceptable Social Behavior.					
1. Takes turns.					
2. Cooperates with others.					
3. Exhibits the ability to be a leader.					
4. Exhibits the ability to be a follower.					
5. Exhibits good grooming.					
6. Exhibits good health habits.					
GOAL II. Practices Movement Skills In A Variety Of Activities.					
1. Moves on wheel toys without bumping other children or objects.					
2. Builds with sand in a sand box and uses toys.					
3. Climbs on objects (climbing structures, stall-bars, boxes, tables), and climbs off.					
4. Plays simple games.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
5.	Performs the Log-Roll on mat in both directions.					
6.	Performs the Bear Walk.					
7.	Performs the Crab Walk.					
8.	Performs the stunt, Jump and Slap Heels.					
9.	Hangs on bar or horizontal ladder with hands.					
10.	Hangs by hands and knees on low horizontal bar.					
11.	Travels across the horizontal ladder.					
12.	Catches a basketball.					
13.	Passes a basketball using a one hand overhand pass.					
14.	Passes a basketball using a bounce pass.					
15.	Dribbles a basketball.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
16.	Shoots a basketball through the goal.					
17.	Dribbles a basketball while running, stops, pivots, and passes.					
18.	Dribbles a basketball, stops, and shoots a lay up.					
19.	Throws and catches a football.					
20.	Kicks a football.					
21.	Throws a football with overhand spiral pass to a moving target.					
22.	Centers the football.					
23.	Catches a passed football.					
24.	Catches a football and runs carrying it securely in either arm.					
25.	Dribbles a soccer ball with the left and the right foot.					
26.	Kicks a soccer ball with various parts of the foot.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
27.	Traps a soccer ball.					
28.	Punts a soccer ball.					
29.	Drop-kicks a soccer ball.					
30.	Bats from a batting tee.					
31.	Runs bases on the diamond.					
32.	Catches a flyball. (Softball).					
33.	Fields a ground ball. (Softball).					
34.	Throws a softball with accuracy.					
35.	Pitches a softball.					
36.	Bats a pitched softball using a full swing and follow through.					
37.	Performs a kick-up to self. (Speedball).					
38.	Performs a lift up to another player. (Speedball).					
39.	Serves a volleyball over the net.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES					COMMENTS
40.	Passes (strikes) a volleyball to another player.						
41.	Volleys a volleyball over the net.						
42.	Performs the "bump". (Volleyball).						
43.	Serves the volleyball with accuracy.						
44.	Performs a net recovery.						
45.	Performs a pass, set and spike with teammates.						
46.	Shoots an arrow using proper form.						
47.	Hits a shuttlecock with a badminton racket in an underhand stroke.						
48.	Hits a shuttlecock with an overhead stroke.						
49.	Hits a net shot. (Badminton).						
50.	Serves a shuttlecock into the appropriate court area.						
51.	Executes the one-step delivery in bowling.						

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
52. Executes the four-step delivery in bowling.					
53. Swings the golf club using proper form.					
54. Chips a golf ball.					
55. Uses a wood club and hits a golf ball.					
56. Serves a handball in various ways.					
57. Receives a handball and successfully strokes it.					
58. Performs a forward roll.					
59. Performs a frogstand.					
60. Performs a headstand.					
61. Performs a cartwheel.					
62. Performs a mount, a simple routine on a high balance beam, and a dismount.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
63.	Performs a free exercise routine utilizing standing movements, floor movements, balances, leaps and jumps, turns, and tumbling moves.					
64.	Performs a mount, a movement on the uneven parallel bar, and a dismount.					
65.	Performs a front vault on a side horse.					
66.	Performs a rear vault on a side horse.					
67.	Performs a mount, a simple routine on the parallel bar, and a dismount.					
68.	Pivots from a ready position and hits a tennis ball with a racket using forehand stroke.					
69.	Runs to the left or right, stops quickly, and strokes a tossed ball with a tennis racket.					
70.	Performs a backhand stroke in tennis.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
71.	Serves a tennis ball with a correct stance into the appropriate court area.					
72.	Sprints.					
73.	Receives and passes baton to teammate in a relay.					
74.	Performs a standing long jump.					
75.	Performs a running long jump.					
76.	Throws a baseball for distance.					
77.	Performs a wrestling takedown from a standing position.					
78.	Performs a breakdown maneuver in wrestling.					
79.	Performs an escape from a wrestling hold.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES					COMMENTS
GOAL III. Gains Proficiency In Games, and Sports Skills That Will Lead To His Participation In Recreational Activities.						
1. Passes a written test on tennis which includes terminology, rules, scoring, players, and leagues.						
2. Passes a written test on track and field which includes terminology, rules, scoring, players, and leagues.						
3. Passes a written test on basketball which includes terminology, rules, scoring, players, and leagues.						
4. Passes a written test on ice hockey which includes terminology, rules, scoring, players, and leagues.						
5. Passes a written test on golf which includes terminology, rules, scoring, players, and leagues.						
6. Passes a written test on soccer which includes terminology, rules, scoring, players, and leagues.						
7. Passes a written test on bowling which includes terminology, rules, scoring, players, and leagues.						

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal I. Provide experiences which will enable the pupil to develop and exhibit acceptable social behavior.

Objective 1. The pupil can take turns and take care of physical education supplies and equipment.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to Share Activities, Equipment, and Supplies with other pupils the pupil can: - Take turns and: . Get equipment. . Wait his turn in games, at playground, water fountain, etc. - Select an activity or a piece of equipment and: . Work by himself. . Work with one or two other pupils. . Work with a small group of pupils. - Demonstrate the ability to: . Help another pupil in a constructive way. . Follow established procedures. . Accept suggestions and criticisms from others. . Talk in positive, rather than negative terms.	- Instruct the pupils in: . Traffic pattern to be used to approach and to leave the equipment. . How to get on and off the equipment. . How many may use the equipment at one time. . How to work on the equipment. . The amount of space, talking, and moving necessary. . What to do when they have finished the activities on the equipment. . When and how they may go to another piece of equipment. . The safety factors involved. - Encourage the pupils to work in one place and then change to another on an individual basis. - Emphasize the need to practice safety and: . Follow an established traffic pattern. . Walk from one area to another. . Wait until one pupil has finished working within an area or with the equipment before another uses it.	Books. 108: Physical Education Framework Committee: pp. 14, 18-38.	

1	Given an opportunity to Take Care of Equipment and Supplies, the pupil can: - Select a piece of equipment, work with it by himself, and return it in the same condition to the location where he got it.	- Provide a place where the various types of small equipment are kept or stored. - Organize these supplies in such a manner that they are readily and easily accessible to thepupils. - Instruct the pupils in . How the object works. . How they are to use it. . How many can use it at one time. . The safety factors involved. . How to pick up and put down the piece of equipment. . The amount of space, talking, and moving necessary to do the work. . What to do when they have finished using the equipment. . When and how they may get another piece of equipment to work with it.		

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal I. Provide experiences which will enable the pupil to develop and exhibit acceptable social behavior.
Objective 2. The pupils can demonstrate increasing self-confidence.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to be with other pupils and to Make Friends, the pupil can: - Play with a friend. - Play with one or more friends. - Play with an increasing number of friends.	- Encourage the pupils to: . Introduce themselves to another when the need arises. . Ask another pupil to be his friend or to play with him. . Talk to each other using positive words, rather than negative words.	Books. 108: Physical Education Framework Committee: pp. 14, 18-38.	
2	Given an opportunity to Have Success in a variety of activities, the pupil can: - Perform many movement skills to his own satisfaction. - Increase his skill in physical activities. - Attempt new skills. - Exhibit happiness and confidence instead of tension and anxiety.	- Praise and encourage all efforts attempted. - Help the pupil to learn what he did that was correct and why. - Provide activities which are a challenge (something that he knows he can do successfully) rather than a threat (something that he feels he cannot do successfully). - Emphasize the positive, the correct performance, rather than the incorrect. - Be consistent.		

	- Accept suggestions and criticism from his peer. - Accept suggestions and criticism from adults. - Encourage and praise a good performance of a peer. - Help other pupils.	- Teach the safe way to work and play. - Encourage the pupils to praise each other when something is correctly performed and to help another pupil if it is needed.	SOCIAL BEHAVIOR	

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal I. Provide experiences which will enable the pupil to develop and exhibit acceptable social behavior.

Objective 3. The pupil can be a follower and a leader.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to be a Follower, the pupil can: - Follow directions given by the teacher (later by a peer). - Follow the leader to the playground. - Follow the sequences of events in an activity or game. - Be willing to play the assigned position.	- Be aware of pupils who are in need of encouragement, praise. - Encourage the pupil to follow directions in all situations, (individually as well as in groups). - Help pupil to develop problem solving ability and to accept consequences of his own actions.		
2	Given an opportunity to be a Leader, the pupil can: - Lead the class to the playground. - Get the equipment, carry it to the game area, and return it. - Select an activity or game to be played. - Choose an area to play in.	- Encourage pupils and provide needed leadership opportunities.	Books. 2: Alameda Co. Schools pp. 31-35. 39: Dauer: p.42-43. 108: Physical Education Framework Committee: pp. 14, 18-38.	

	- Lead a group to a play area. - Become a member of a group. - See that the rules are followed by the others. - Be sure that all get a turn. - Help others. - Assist with the organization of the game. - Take responsibility for following rules through self-discipline. - Try all positions on a team. - Take responsibility for leadership. - Trust the ability of other players. - Play own position and strive to play it well. - Abide by decisions of official. 7		SOCIAL BEHAVIOR	

7

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal I. Provide experiences which will enable the pupil to develop and exhibit acceptable social behavior.

Objective 4. The pupil is able to accept and abide by the rules of the activity.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
3	**Given an opportunity to practice good Sportsmanship, the pupil can:** **- Get along with other pupils.** **- Take turns.** **- Help his team by working and playing to the best of his ability.** **- Follow directions.** **- Accept leadership opportunities.** **- Accept the consequences of his own actions. (Admit when he is tagged, steps on or over a line, is out, etc.).** **- Play an unfavored position as well as a favored one.** **- Begin the activity when its's time to begin and stop the activity when it's time to stop.**	- Encourage the pupils to make their own decisions (assist if necessary). - Help teach concepts by: - Example of teacher. - Explaining, planning, discussing. - Evaluation. - Start at the level of the pupils and progress from there.	Books. 108: Physical Education Framework Committee. p. 14.	

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal I. Provide a variety of activities, games, and sports which will allow each pupil to practice and to develop proficiency in the movement skills he has learned.

Objective 5. The pupil can demonstrate good grooming and good health practices as they relate to exercise.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
2	Given an opportunity to practice good Grooming, the pupil can: - Keep hands and face clean, both before and after activity. - Keep shoelaces tied, clothes zipped and buttoned, and belts tied and buckled. - Wear suitable clothing, including suitable shoes for activity. - Bathe following vigorous activity.	- Remind the pupils that the grooming practices are for their own as well as their friends' maximum welfare and enjoyment of the activities. - Encourage pupils to wear clean clothes daily. - Emphasize safety factors: . Keep shoelaces tied and clothes fastened. . Wear rubber-soled shoes, preferable oxfords, to prevent slipping.		
3	Given an opportunity to practice good Health Habits, the pupil can: - Keep hands and objects away from and out of eyes, ears, nose, and mouth.	- Encourage pupil to eat balanced meals and to get adequate sleep for his needs. - Help pupil to understand the relationships between rest, diet, physical activity, and good health.	Books. 36: L.A. City: pp. 417-438. 65: L.A. City: pp. 1-160. SOCIAL BEHAVIOR	

SECTION TWO - GOAL I - OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Use the restrooms and drinking fountains before and/or after activity. - Sit, stand, and move with good posture. - Exhibit enough energy and endurance to allow him to participate in activities. - Become aware of the need for proper ventilation, temperature, and lighting during activity. - Differentiate between tattling and concern for others. - Recognize the cause and effect relationship between what a person does and what happens as a result of the action. - Accept correctional aids (glasses, braces, hearing aids, etc.) on himself and on others. - Release tension by conscious relaxation and/or through vigorous activity.	- Instruct the child to: . "Sit, stand, and walk tall" in daily activities. . Play outside as much as possible. . Use a cleansing tissue to keep his nose clean. . Breathe through his nose. . Avoid throwing objects, sand, etc., which may hurt others. . Cover mouth and nose when he coughs or sneezes.	Record. 177: Relaxation Training.	

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

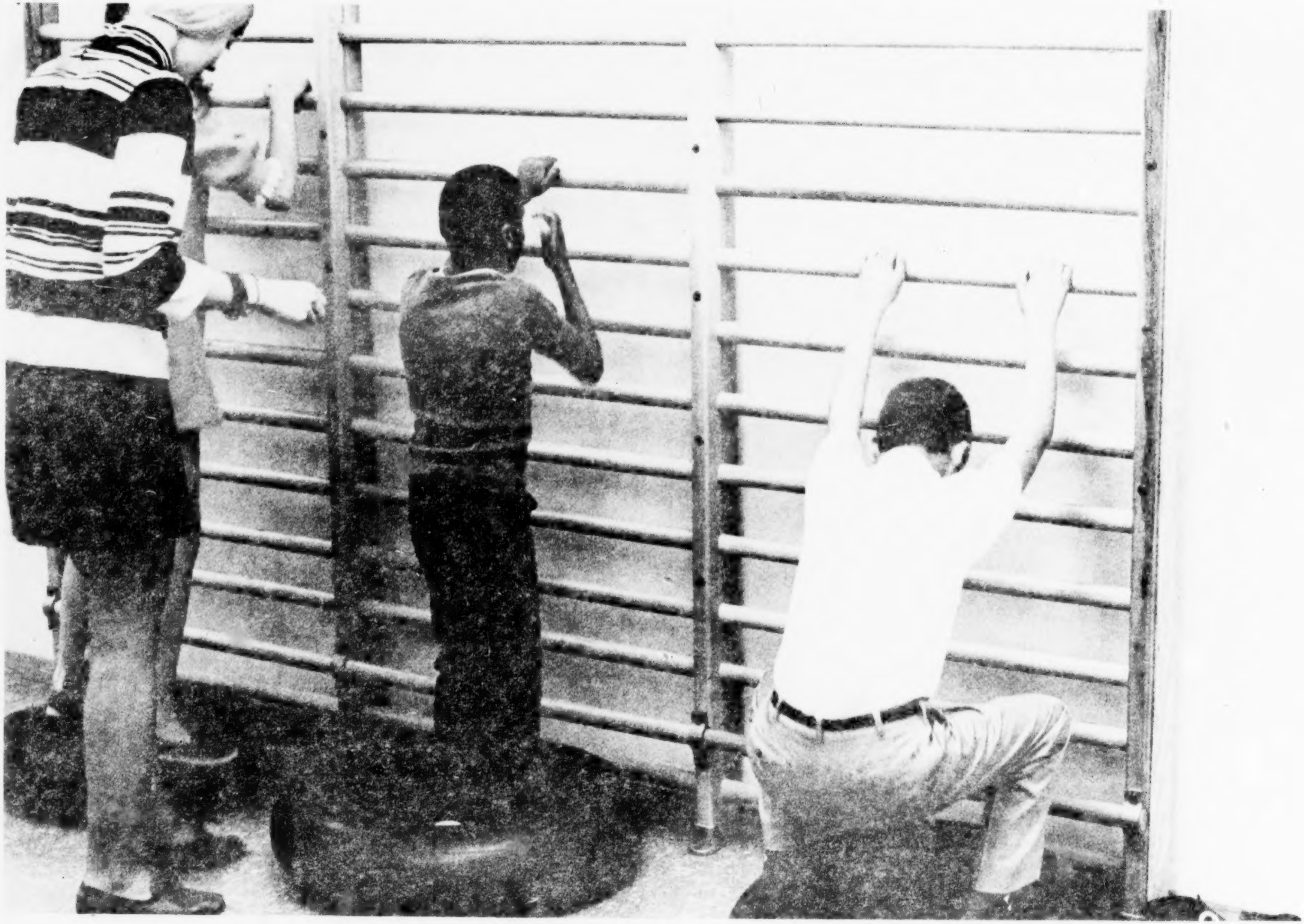
Goal II. Provide a variety of activities, games, and sports which will allow each pupil to practice and to develop proficiency in the movement skills he has learned.

Objective 1. The pupil can increase his skills in movement and learn the skills of simple activities and games.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to Ride Tricycles, Pull Wagons, Push Wheelbarrows, and to use other wheel toys, the pupil can: - Utilize the toys and move: . Using different directions. . With different speeds. . For different purposes.	- Instruct the pupil in the safe way to get on and off of the equipment. - Use straps to hold feet and body stable for those pupils unable to support themselves. - Provide enough equipment so that there can be maximum participation. - Draw a pattern for the pathway of wheel toys. - Encourage creative thinking and problem solving by asking questions such as: . "How many directions can you ride the tricycle?" . "What shapes can you make on the floor when you pull the wagon?" . "Can you use a wagon and a tricycle for the same purpose?" . "Which one would be better to haul things?" . "What piece of equipment would you use to carry messages (haul materials), etc.?"	Books. 108: Physical Education Framework Committee. pp. 17, 18-38. Equipment. Irish Mails. Prone Boards. Tricycles. Wagons. Wheelbarrows. SOCIAL BEHAVIOR WHEEL TOYS	

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
2	Given an opportunity to use the Sand Box and Sand Box Toys, the pupil can: - Experiment with sand and can: . Pile up the sand. . Dig a hole in the sand. . Make the sand level. - Make specific items areas, and objects in the sand such as a: . "Castle". . "Street". . "Lake". . "Tunnel". - Create specific areas and role play the type of people and activities found in that area. . Walk in a specific pathway in the sand to reproduce various shapes such as a circle, triangle, square.	- Instruct pupil to keep the sand down in the box in order to keep it from blowing into pupil's eyes. - Keep sand damp by frequent moistening. - Rake and strain it at regular intervals. - Establish an "environment" by supplying certain types of toys on certain days--for example: . Harbor area. . Airport area. . Construction area. . Farm. - Encourage problem solving and creative thinking by asking and solving such questions as: . "How many directions does a street go?" . "What shape is a lake?" . "How can I make a bridge over the lake?" . "How many cups of sand does this bowl hold?" . "How can I make the sand "hard", ("soft", "smooth", "rough")? - Show the pupil a reproduction of the shape he is to walk. . Make these from cardboard, wool. . Use both symmetrical and asymmetrical geometric shapes.	Books. 30: Cratty: pp. 18-25. 71: Jaynes. 108: Physical Education Framework Committee: pp. 18-22. Equipment. Airplanes. Boats. Bowls. Course Sieves. Geometric Shapes. Helicopters. Lighthouses. Molds. Pans. Plastic Bottles. Sand Box. Ships. Shovels. Steam Shovels. Records. 200: Watch Me Outdoors.	U



3	Given an opportunity to Explore Movement on Objects--(stairs, packing cases, wooden boxes, outdoor tables, etc.) the pupil can: - Climb up on top of the object and climb down. - Climb up and jump down. - Jump off of the object and face in a different direction. - Move across the object with the chest facing down and get off in the same position. - Jump off the object and touch heels together before landing. - Jump off and clap hands before landing.	- Provide sturdy, non-hazard objects of varying heights. - Emphasize safety in getting on and off of the objects. Provide mats or turf area to protect pupil as he jumps down from objects. - Permit one pupil on the object at one time and one or two others waiting.	Books. 62: Halsey: pp. 19-25. 90: L.A. City: p. 47. 110: L.A. City: pp. 4-5. Equipment. Mats or turf area. Large Wooden Boxes. Outdoor Tables. Wooden Packing Boxes.	L
3	Given an opportunity to explore and to move and climb on Climbing Structures such as the climbing cube, the climbing tree, etc., the pupil can: - Climb on and climb off. - Climb all the way around without touching the ground. - Climb over the top and down the other side.	- Encourage safety practices: . Keep one hand and one foot on the structure at all times. . Enter the structure area by one path and leave by another. . Climb on and off the structure (never allow pupil to jump off of the structure). . Stand a safe distance from the structure while waiting turns. . Allow only a few pupils on the structure at any one time.	Books. 110: L.A. City: pp. 53-62. SAND BOX ACTIVITIES CLIMBING	L

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
3	- Climb to the top and slide down the pole. - Climb up the pole and slide down. - Climb through the apparatus and out the other side. - Climb around the apparatus alternating low and high until he reaches the other side. - Climb up on the outside and down on the inside. - Climb up on the inside and down on the outside.	- Encourage pupil to think of new activities and new ways to climb.		
4	Given the opportunity to participate in Simple Games, the pupil can: - Play Circle Games such as: "Hot Potato", "White Duck, Yellow Duck", "Itiskit, Itasket", "Cut the Cake", "Tunnel Ball", "Keep the Ball Bouncing", "Circle Sock Ball", and "Cross Over Ball".	- Help pupil learn to: . Follow the rules of the games by selecting games with very simple rules and procedures. . Keep his hands, feet, body, and voice under control. - Teach additional games such as: "Circle Travels", "Ball Bounce", and "Circle Kick".	Books. 30: Cratty: pp. 11, 13, 14, 16. 108: Physical Education Framework Committee: pp. 14, 17. 110: L.A. City: pp. 71, 75, 80, 82-84, 92.	

	. Arrange himself into circle formation. . Roll a ball to a target. . Bounce the ball in even rhythm. . Strike the ball with the hand. . Field a batted ball. . Tag a base with the ball. . Bounce and catch the ball. . Roll and stop the ball. . Throw and catch a ball. . Drop an object to a target with accuracy. . Run around the circle and chase someone running in the same direction. . Run around the circle in one direction while someone is running around the circle in the opposite direction.	- Instruct pupils in making a circle to: . Hold hands and follow the leader around the circle. . Stand together in a cluster, hold hands, step back slowly, and stop moving when the circle is formed. - Increase the difficulty of the games such as "Hot Potato" by adding 1 or 2 additional balls. - Provide all pupils with the opportunity to develop skill in: . Starting and stopping their movements on signal. . Beginning and ending a game. . Keeping score. - Encourage the pupils to avoid bumping while running in opposite directions around a circle. Teach them to: . Keep to the right. . Stop and bow. . Shake hands when they meet.	Equipment. Balls. Beanbags. CLIMBING SIMPLE GAMES	

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	- Play Line Games such as "Follow The Leader," "Magic Carpet," "Duck On The Rock," "Straight Line," and "Beanbag Passing Race," and can: . Arrange himself into a line or file formation. . Follow the leader using various types of movements. . Hand an object to a specific person. . Throw and hit a target.	- Teach additional games such as "Rail Walking," "Line Jumping," and "Here to There." - Select a specific line upon which the pupils can line up. - Encourage pupils to: . Move slowly when they are lining up. . Look in the direction they are moving. . Stop moving before they touch.	Books. 30: Cratty: pp. 6-8. 40: DeSantis: pp. 19, 21. 110: L.A.City: pp. 98, 131, 170. Equipment. Beanbags. Soccer Pins.	
6	- Play games on a Tag Game Court such as "Mother May We Go Out To Play?" "Frogs and Flies," "Four Corner Tag," and "Uncle Sam," and can: . Perform various types of locomotor skills when requested. . Chase and tag another pupil. . Avoid being tagged. . Balance an object on his head while moving as fast as possible.	- Teach the pupils the words used in the games before going outside to play the games. - Encourage pupils to tag by touching another lightly rather than by grabbing or pushing.	Books. 110: L.A.City: pp. 99, 108-110.	

6	- Play games on a Skill Game Court such as "Around The Line," "Bounce Catch Race," and "Bat And Run," and can: . Run and turn to the left and turn to the right. . Bounce and catch a ball. . Roll a ball with accuracy.	- Teach the games without the competitive element when using with children at the beginning developmental levels.	Books. 110: L.A. City: pp. 135, 137-138, 143-144.	L U
6	- Play games on the Primary Diamond such as "Throw Ball," "One Base," "Line-Up Kick Ball," "Beginning Fist Ball," "Boot Ball," "One Base," and "Team Circle," and can: . Toss the ball for accuracy and distance using an underhand, or overhand toss. . Field a tossed ball. . Run to one base only. . Kick the ball for accuracy and distance. . Field a kicked ball. . Jump or hop for an interval of time.	- Use a 9" or 13" ball for beginners. Use a 6" ball for the more advanced players. - Increase the difficulty of the game for the fielders by having them touch both 2nd and 3rd base.	Books. 30: Cratty: pp. 33-35. 110: L.A. City: pp. 146-154.	L U V
6	- Play games on a Hopscotch Diagram such as "Hit the Middle Squares," "Hopscotch," "Square Hopscotch," and can" . Bounce a ball to a partner. . Catch a bounced ball.	- Use small beanbags or other objects for laggers.	Books. 110: L.A.City: pp. 158, 160, 163.	L V

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	. Hop in a space without stepping on the lines. . Maintain balance while hopping, turning, and picking up a lagger. . Toss a lagger accurately. . Jump into a space without stepping on the lines.		Equipment. Balls. Beanbags - 3" x 3", or other objects for laggers.	
6	- Play games on a Ladder Diagram such as "Beanbag Hop," "Hop-Along And Jump Around," "Ishigetigoko," and can: . Toss a beanbag with accuracy. . Hop in the spaces without stepping on the lines. . Jump and make a half turn. . Kick and control a small object. . Jump and land in a forward stride position.	- Provide variations for beginners by: . Shortening the game and having the pupil use only a portion of the available space. . Hopping on one foot, and kicking the beanbag or object with the other foot.	Books. 110: L.A. City: pp. 162, 164, 168-169. Equipment. Beanbags. Small Objects.	L V

6	- Play games on a Four Square Court such as "Bounce Scotch," and "Two Squares," and can: . Bounce and catch a ball. . Control a rolling ball. . Control a bouncing ball. . Run without stepping on lines. . Bounce-serve a ball. . Return a ball after it has bounced once by hitting it up.	- Emphasize that only one pupil chases a ball when it is knocked out of the area.	Books. 110: L.A. City: pp. 156, 165, 167. Equipment. Balls. Beanbags - 3" x 3". Small Objects.	L U V
6	Given an opportunity to explore movement in a horizontal, vertical, and inverted body position on Mats, the pupil can: - Lie prone on mat with arms outstretched overhead and roll to the left and then right. "Log Roll." - Lie on mat on back, raise to a standing position without using the arms. "Rising Sun." - Sit on mat with knee bent close to chest. Grasp left toes with left hand and right toes with right hand. Rock back and forth. "Egg Sit."	- Encourage pupil to stay on mats while performing the activity. - Emphasize safety at all times . Move in one direction on the mats. . Remove all objects, from pockets, jewelry, eye glasses, etc. - Stress how to start, how to continue, and how to stop the activity. . Watch for a correct beginning, middle, and ending of activity. - Use spotters. - Use unilateral, bilateral, and cross-lateral movements.	Books. 21: L.A. City: p. 14. 39: Dauer: pp. 392. 120: Stein: pp. 5, 7, 11, 13, 18, 23. Equipment. Mats. SIMPLE GAMES STUNTS	

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Lie on stomach, arms extended overhead, arch the back by lifting arms slightly (keep feet on floor) and lower again; then arch the back by lifting legs slightly (keep arms on floor) and lower quietly with control. "Rainbow Arch."			
	- Squat and place hands on mats outside of knees; move hands forward; jump feet up to hands keeping both feet together. "Rabbit Jump."			
	- Lean forward and place hands on floor, keeping legs straight. Travel forward by moving left arm and left leg at the same time. Then move right arm and right leg at the same time. "Bear Walk."			
	- Hold weight on both hands and both feet, with the body facing upward, hips up and back straight, walk backward, forward, and sideways, in this position. "Crab Walk."			

	- Jump into the air, bend knees and lift feet high behind body, and slap both heels with hands. "Jump and Slap Heels". - Kneel on mat, weight on balls of feet and knees, keep back straight; swing arms back and then forcefully forward; at the same time, push from mat with toes; pull feet under the body and rise to a standing position. "Up Spring". - Lie face down on mat; cross feet, bend knees, and bring feet against thighs; reach back and grasp the left foot with the right hand and the right foot with the left hand; rock from side to side in order to roll over on back; rock back and forth in order to rock forward to a squat position over the feet; remove hands from feet and stand erect. "Tangle".		STUNTS	

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
7	Given an opportunity to explore and to practice movements on the Low Horizontal Bar, the pupil can: - Hang with both hands on bar. - Hang with both arms folded over the bar. - Hang, put chin over the bar, and raise legs. - Hang and put both feet over the bar. - Hang by two hands and two knees. (double knee hang). - Hang by knees and let go hands. - Hang by two hands and one knee. (single knee hang). - Perform a "Single Knee Mount". - Pull knees to chest, put head back. Pull knees through between arms - "Skin the Cat" (forward and back).	- Use bars of various heights. - Emphasize safety. . Keep space between the pupils as they work on bar. . Allow only a few pupils on the bar at one time. (The number of pupils depends on the length of the bar). . Keep the pupil's head from bumping the ground when hanging or circling the bar by being sure the bar is high enough. . Instruct the pupils to stand a safe distance from the bar while waiting their turns. . Instruct the pupil to turn his body in the direction that his thumb is pointing when performing "circling" activities. "Follow your thumb." - Use spotters. . Aid the pupil by keeping a hand on his leg or hand as he is hanging, turning, etc. (especially the "double knee circle"). - Watch for balance and the equal use of both sides of the body.	Books. 39: Dauer: pp. 159, 277-278. 110: L.A. City: pp. 60-62. Equipment. Low Horizontal Bar.	U L

		- Ask questions concerning the pupil's body and its parts and its position in space when the pupil is in a vertical or inverted position. "Are your feet above or below the bar?" "Is your head pointing up or down?" "What is different or upside down, the position of your body or the people and things around you?" "Why?" (The position of your body has changed, not the environment). - Provide activities for the pupil to perform which will aid his confidence and will challenge rather than threaten him. . Allow the pupil to perform various stunts unassisted only when he can support his own weight without assistance. - Instruct the pupil to use the correct grip — overhand, underhand, or mixed and keep the thumb in opposition to the fingers.		U L
8	Given an opportunity to explore and practice movements on a Horizontal Ladder, the pupil can: - Climb up steps of ladder holding onto the supporting poles, hang in a straight leg position from the second rung, and dismount by dropping to the ground.	- Use safety precautions. . Permit one pupil on the ladder at one time. . Establish travel in one direction only. . Establish a standing place a safe distance from ladder while waiting turns. . Instruct that the horizontal ladder is for hanging only, not for climbing upon. - Instruct pupil to get on ladder by facing one end of the ladder. Place one hand on each supporting pole and climb steps of ladder.	Books. 39: Dauer: pp. 158-159. 110: L.A. City: p. 57. LOW HORIZONTAL BAR HORIZONTAL LADDER	L U

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Climb up steps of ladder, place hands on the outside of one of the top rails, travel to the other end of ladder by sliding hands along top rails, travel to the other end of ladder by sliding hands along top rail, climb down. - Grasp the second rung with one hand and the third rung with the other, with palms facing each other and body facing to the side of the ladder. Swing body facing to the side of the ladder. Swing body from side to side. Drop to the ground. - Grasp both side rails with both hands, palms facing in, and travel forward sliding one hand and then the other. - Grasp first rung with overhand grip and hang. Grasp the second rung with one hand and bring the other hand to the same rung. Travel to the end of the ladder.	- Teach pupil to get off of ladder by climbing down in the reverse way he got up or by dropping to the ground. - Encourage pupil, when dropping, to look down for a landing place, let go with both hands at once, land lightly on balls of feet, and bend knees. - Instruct pupil to swing legs and body in the direction of the travel. - Encourage pupil to create own patterns and ways of moving. . Hang and lift knees. . Hang and peddle legs like a bicycle. . Hang and bring legs up toward body in an "L" or "Half Lever Position". . Hang and move legs back and forth like scissors. . Hang and move legs in and out in a straddle position.	Equipment. Horizontal Ladder.	L U

	- Grasp, using every other rung, to the end of the ladder. - Grasp first and second rungs, palms of hands facing each other, hang, travel sideways, swinging body from side to side, leading hand one rung ahead of following hand. - Grasp the first rung with one hand, the second rung with the other hand using the overhand grip, and hang. Travel forward, grasping rungs with alternate hands, one hand on one rung, and the other on the next. - Grasp side rail with two hands. Release grasp of one hand and swing body and grasp opposite side rail with one hand. Release grasp of first hand, swing and twist body to grasp the side of rails and rungs. Alternate hands.			
9	Given an opportunity to use Stall Bars, the pupil can: - Hang with two hands, one hand. - Climb up to the top rung and climb down.	- Encourage pupil to touch the ceiling or ring bell attached to the ceiling. . Adapt the challenges to the pupil. The visually handicapped may respond to a bell and the auditorily handicapped may respond to a flag, etc.	Books. 103: Mosston: pp. 275-277. Equipment. Stall Bars. HORIZONTAL LADDER STALL BARS	U L

SECTION TWO - GOAL II - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Stand with feet together and body straight on bottom rung of the stall bar; grasp the rung that is 6" above the waist with both hands, bend and extend arms to move body close to and away from the bar. - Stand on bar and hold on with both hands underhand, and pull chin on to bar. - Stand erect with feet together arms distance from the bar; grasp the rung that is 6" above the waist with both hands. Bend forward keeping the knees straight until the head is extended between the arms and the hips are back as far as possible. Return to the original position by pulling until the arms are raising the trunk.	- Vary the activity by standing on the floor and pushing and pulling the body away from and close to the bar. - Encourage pupil to think of new ways to use bars.		

	- Stand with left side an arm's distance away from the bar, and grasp rung at shoulder height with left hand. Bend left arm, lean toward stall bar, and touch left shoulder to bar. Push away from the bar and return to the starting position. Reverse sides.		STALL BARS	
	- Hang facing the bars and swing body from side to side.			
	- Hang with back to bar and lift legs in a tucked position; and then in a pike position with straight legs.	- Make this more difficult by: . Grasping with one hand higher than the other. . Hanging with back to the bar.		

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal II. Provide a variety of activities, games, and sports which will allow each pupil to practice and to develop proficiency in the movement skills he has learned.

Objective 2. The pupil can increase his skills in movement and learn the skills of increasingly complex activities.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
10	Given an opportunity to play more Complex Games, the pupil can: - Increase his accuracy and timing. - Increase his efficiency in movement skills (dodging, pivoting, kicking, passing, etc.). - Plan plays and strategy with teammates. - Understand reasons for positions and can play different positions. - Be a contributing member of a team.	- Use the problem solving approach for skill development and in planning strategy. - Encourage the pupils to draw their own conclusions and solve their problems themselves. - Ask questions such as, "How can we?" "Who can show us how...?" etc. - Allow each pupil to have a turn playing each position. . Discuss reasons for playing each position. . Discuss purposes and functions of the positions. - Teach games such as: Zone Basketball, Section Basketball, Prisoner's Ball, and Net Ball.	Books. 108: Physical Education Framework Committee: pp. 14, 17, 27-38. 111: L.A. City: pp. 134, 136, 248, 252.	

10	Given an opportunity to participate in games related to Basketball, the pupil can: (See p. 121 for Basketball). - Experiment with a basketball and: . Bounce a ball. . Catch a ball. . Throw a ball. - Play a game such as Keep Away and: . Catch a basketball. . Pass the basketball. . Pivot with the basketball. . Guard a player who has possession of a ball. . Intercept the ball.	- Encourage pupil to keep his feet from moving when he has posssession of the ball. - Use a color identification band for team. - Use skill tests and activities to aid evaluation and skill development. - Adapt the height of the basket to the need of the pupil. . Use hoops and boxes for baskets and playground balls, etc., if needed.	Books. 28: Cratty: pp. 27-36. 39: Dauer: pp. 299-310. 106: Nagel: pp. 157-190. 111: L.A.City: pp. 125-130, 146. 112: Pomeroy: pp. 322-323. 117: Schurr: pp. 401-422. Equipment. Basketball. Baskets.	
	- Play a game such as Headman and: . Shoot the ball to obtain a goal. . Dribble the basketball. . Pass the basketball. . Catch the basketball.	- Provide supplementary and/or modified activities. . Attach a string (heavy fish line) to a beanbag or ball and tie to a ring to be attached to a handicapped pupil's crutch or wheelchair to aid in retrieving the object. . Teach various types of activities incorporating the "string ball."		
	- Play a game such as Twenty-One and: . Shoot the ball to obtain a goal. . Catch the ball as it rebounds off the backboard. . Maintain balance while shooting.	- Use a plastic trash container as a basket (can be modified to return the ball to the same place each time for wheelchair adaptation).		

SECTION TWO - GOAL II - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Play a game such as Zone Basketball and: . Shoot for a goal from the field of play. . Make a free throw. . Pass the ball. . Catch the ball. . Guard an opponent. - Play a game such as Section Basketball and: . Shoot a goal from the field of play. . Make a free throw. . Pass the basketball. . Catch the basketball. . Dribble the basketball. . Guard an opponent.	- Provide instruction in: . Chest pass. . Two-hand underhand pass. . Bounce pass. . Overhead pass. . One-hand overhand. . Catching a basketball. - Below the waist. - Above the waist. - Over the shoulder. . Two-hand chest shot. . Two-hand underhand shot. . One-hand set shot. . Dribbling. . Pivoting. . Guarding.		
10	Given an opportunity to participate in games related to Football, the pupil can: (See p.125 for Football). - Experiment with the football and can: . Hold it. . Throw (pass) it. . Catch it. . Kick it. . Carry it.	- Encourage pupils to become acquainted with a football by using words such as "Who can...?" "Can you...?" "Show us...?" - Provide one football for every two pupils. - Teach both boys and girls how to handle a football. - Use many types of activities and drills to teach and to reinforce skill development.	Books. 10: L.A. City: pp. 59-82. 39: Dauer: pp. 315, 318. 106: Nagel: pp. 199-252. 111: L.A. City: pp. 303-304, 318. 117: Schurr: pp. 422-432.	V

	- Play a game such as Kick-over and can: . Pass a football. . Catch a football. . Punt a football.	- Instruct the pupil in how to throw a forward pass. . Use words such as, "Move toward the receiver when throwing." "Throw ball ahead of the receiver." "Step in the direction of the target."		
	- Play a game such as Base Football and can: . Pass a football. . Punt a football. . Place kick a football. . Hold a football for a place kick. . Run with a football. . Catch a football. - Play a game such as Pass Ball and can: . Block. . Carry a football. . Run and dodge. . Exchange the football. . Pass the football laterally.	- Instruct pupil in the skill performances of catching a football. . Use words for stationary catching such as: "Reach toward the thrower." "Anticipate the throw to the left, (right, low, or high)." "Keep your eye on the ball." "After the ball is caught, hold the ball with fingers cupped around the end, and ball held in crook of arm tight against the body. . Use words for catching over the shoulder at passer and/or ball. "Reach upward to catch the ball." "Bring the ball down to carrying position." "Keep running."		
		- Instruct pupils in the skill of catching a punted ball. . Use words such as: "Extend arms to form a basket." "Distribute body weight evenly." "Pull ball toward center of body." "After the ball is caught, place ball under arm and start running."	Books. 106: Nagel. pp. 208-211, 213-215.	V

SECTION TWO - GOAL II - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Instruct pupil in how to punt a ball. . Use words such as "Release ball with both hands as kicking leg comes forward." "Kick the football using the instep." "Point toes in the direction of the target." "Swing kicking leg straight." - Instruct the pupil in the techniques of place kicking. . Use sentences such as "Place ball on ground," and "Stand 1½ steps back of kicking spot." - Instruct the pupil in the technique of holding the ball for a place kick. . Use words such as "Kneel on the right side of the kicker," "Balance weight between left knee and right heel," "Slant ball slightly toward kicker," "Hold on to the ball with hand." - Instruct kicker to kick ball from under hand. - Rotate positions frequently.		

10	Given an opportunity to participate in games related to Soccer, the pupil can: (See p.126 for Soccer). - Experiment with a Soccer Ball and can: . Kick it. . Stop it. . Pass it. - Play a game such as Zone Soccer and can: . Kick the soccer ball. . Block the ball. . Pass the ball. . Punt the ball. - Play a game such as Section Soccer and can: . Kick the soccer ball. . Block the ball. . Trap the ball. . Dribble the ball. . Pass the ball. . Punt the ball. - Play a game such as Zone Soccer and can: . Kick the soccerball. . Block the ball. . Trap the ball. . Dribble the ball. . Pass the ball. . Punt the ball. . Head the ball.	- Provide enough balls so that all may be active (at least one ball for every two pupils). - Teach wheelchair soccer to those pupils who can move their own chairs. . Use the wheelchair to propel as well as to block the ball. . Construct boundaries with benches (turned on side) so that the ball will remain in the area. . Use a 13" playground ball or a soccer ball. - Utilize additional games: "Balloon Soccer," "Line Soccer," "Push It," "Opponent Push," and "Goal Soccer." - Provide skill instruction in the soccer kick. . Use phrases such as "Point your toes toward target," "Use the instep of the foot," "Pick out a spot in front of the receiver and kick to that spot." - Provide skill instruction for the soccer trap with sole of the foot. . Use phrases such as "Stand in front of moving ball," "Place ball of foot near top of ball to stop it," "Remove foot from ball," "Be prepared to kick, dribble or pass," "Use arms for balance." - Provide skill instruction for the soccer trap with the inside of the foot. . Use phrases such as, "Move in direction of ball." "Spread arms for balance and lean body toward the ball." "Let ball hit the inside of the foot."	Books. 28: Cratty: pp. 37-39. 75: AAHPER: pp. 77-79. 106: Nagel: pp. 220-237. 111: L.A. City: pp. 100-103. Equipment. Soccer Ball. FOOTBALL TYPE GAMES SOCCER TYPE GAMES	V

SECTION TWO - GOAL II - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Provide skill instruction in soccer block (trap) with body. . Use phrases such as "As ball approaches, extend arms for balance." "When ball contacts trunk, body gives to reduce the momentum of the ball." . Have girls protect chest by folding arms. - Provide skill instruction in the soccer dribble. . Use phrases such as: "Contact ball by either the inside or the outside of the foot." "Move ball along the ground by touching ball with alternating feet or with only one foot." . Encourage pupil to practice changing directions while dribbling. . Encourage the pupil to practice dribbling against a wall or a fence and allow the ball to rebound. - Provide skill instruction in soccer heading. . Use phrases such as: "Watch flight of ball." "Be at spot ball will hit." "Bend legs as the ball approaches." "As ball comes down, body moves up to meet the ball." "Move head in direction of the target." "Keep neck muscles taut as head contacts ball." "Straighten arms, legs and body when ball contact is made." "Never head a low ball."		V

		- Teach and maintain safety rules at all times. . Keep one foot on ground when kicking a ball. . Be aware of other players to avoid collisions. . Utilize a grass surface, if possible. - Aid the visually handicapped pupil by calling out words and/or using a bell ball to assist in locating the ball.		
10	Given an opportunity to participate in games related to Softball, the pupil can: (See p.127 for Softball). - Experiment with a softball and bat and can: . Hold the softball. . Throw the ball. . Catch the ball. . Hold and swing the bat. - Play a game such as Tee Ball and can: . Catch a ball. . Throw a ball accurately. . Run the bases on a softball diamond. . Field a ground ball. . Bat a softball from a batting tee. . Learn rules of softball. - Play a game such as Hit the Bat and: . Fungo hit a softball. . Catch a ball. . Roll the ball and hit the bat.	- Encourage the pupil to become familiar with the softball diamond by walking around the baselines, running to bases, and back home, etc. - Modify the activity when necessary. - Teach the most severely handicapped pupils to assume the roles of umpire, scorekeeper, and coach. - Utilize plastic equipment for balls and bats to make the game easier. - Encourage pupils with crutches to bat with the crutch. (To protect the crutch use a "soft" ball). - Allow pupils in wheelchairs to let someone run for them or to push them to the bases. - Teach pupils in wheelchairs to pitch swinging their arm along the side of their chair. - Inform pupils using crutches that pitching may be easier for them in a sitting position on the ground or floor. - Instruct pupils who have use of their feet but little use of their arms, to become runners for other players, umpires, or scorekeepers, or substitute kicking a ball for batting.	Books. 39: Dauer: p. 230 75: AAHPER: pp. 106, 120-121. 111: L.A. City: pp. 230-231, 236. Equipment. Bats. Batting Tee. Softballs. SOCCER TYPE GAMES SOFTBALL TYPE GAMES	V

SECTION TWO - GOAL II - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Play a game such as Long Ball and can: . Throw a softball. . Catch a ball. . Bat a pitched ball. . Pitch a ball. . Field a ball. . Run the bases.	- Teach blind pupils to listen for the ball rolling on a gravel area or on a piece of aluminum foil so he can hit it or catch it. - Instruct pupils to call to blind teammate to aid them in running the base. - Instruct the blind pupil that he is "out" if a totally blind fielder catches the ball while it is rolling. - Utilize a playground ball with a bell to aid the blind pupil in locating the ball. - Organize the class in squads facing each other to practice catching and throwing. - Provide a ball for every two pupils and teach them to practice throwing underhand to each other. - Encourage accuracy in pitching by arranging a strike zone target (handball wall). - Provide instruction in: . Overhand throwing. . Underhand pitching. . Batting. . Catching (above and below the waist), fly balls and ground balls. - Utilize a batting tee for game situations as well as practice in batting.	Books. 111: L.A. City: pp. 217-218. 112: Pomeroy: pp. 321-322. Equipment. Audi-ball (ball with a bell inside). Bats. Batting tee. Soft balls.	V

10	Given an opportunity to participate *in games related to* Volleyball, the pupil can: (See p. 134 for Volleyball). - Experiement with the volleyball and can: . Hold it. . Throw it. . Bounce it. . Catch it. . Hit it. - Play a game such as Newcomb and can: . Throw a volleyball over the net. . Catch a volleyball. . Play in a volleyball court. . Rotate in a volleyball court. . Score a game. - Play a game such as One-Bounce Volleyball and can: . Volley the ball over the net. . Serve the ball. . Learn and follow the rules of the game. . Play a position on the court.	- Encourage pupil to become acquainted with the volleyball. . Use words such as "Who can...?" "How can...?" etc. - Modify the size and weight of the ball, the size of the court, and the height of the net to meet the needs of the pupil. . Use light weight balls for pupils who lack the arm and wrist strength necessary to hit the heavier ball. - Utilize the following games: "Balloon Volleyball," "Juggle Volleyball." - Adapt the activities to meet the needs of the pupil. . Suspend a ball from a string (swing ball) from an overhead attachment in order to keep the ball available to a pupil in a wheelchair. Utilize the following games: "Swing Ball Watch," "Swing Ball Touch," "Swing Ball Dodge," "Swing Ball Catch and Throw," "Swing Ball Circle Pass," and "Swing Ball Hit." - Emphasize control and placement of the ball rather than distance. - Encourage team play by instructing the players in the last row to throw to players closer to the net. - Insist that players play their own positions.	Books. 28: Cratty: pp. 21-26, 48-49. 39: Dauer: pp. 139-140, 351, 352. 75: AAHPER: pp. 54-55, 82-84. 106: Nagel: pp. 275-277, 278-283. 111: L.A.City: pp. 252-253, 259. Equipment. Volleyball.	

SOFTBALL TYPE GAMES
VOLLEYBALL TYPE GAMES

SECTION TWO - GOAL II - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Play a game such as Net Ball (Over the Net) and can: . Serve the volleyball using the underhand and/or overhand serve. . Volley the ball using the chest pass and/or underhand pass. . Rotate positions on the court.	- Use words such as "Foot opposite the hitting hand is pointed toward the target." "Use a 'half-fist' to contact the ball for the underhand serve." "Use the heel of your hand when serving underhand." - Teach both the chest pass and the underhand pass. . Use words such as: "Hit the ball upward to a teammate." "Bend down on knees to get under the ball." "Arms and body follow through in direction of ball to complete the volley."		V

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal II. Provide a variety of activities, games, and sports which will allow each pupil to practice and to develop proficiency in the movement skills he has learned.

Objective 3. The pupil can participate in a variety of sports activities and develop proficiency in the specific skills of these sports.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
11	Given an opportunity to learn and practice the skills of Basketball, the pupil can: (See p.111 for games related to Basketball and p.167 for Spectator Basketball). - Handle a basketball and can: . Hold it. . Throw (pass) it. . Catch it. . Bounce it. - Pass a basketball. . Two-hand chest pass. . One-hand overhand pass. . Bounce pass - two-hand - one-hand. . Underhand pass - two-hand - one-hand. . Two-hand overhead pass. . Hook pass. - Catch a basketball.	- Instruct the pupil to hold the ball with the fingers and thumb, never the palm. - Instruct the pupil to: . Throw the ball into the air and catch it. . Bounce the ball and catch it. - Teach the pupil to use a pass which is appropriate to the situation. The type to be used is dependent upon the position of the passer and intended receiver. - Instruct the pupil in these general rules about passing. . The passer should hit the receiver about waist high. . If a player is moving toward you, you should reduce the speed of the pass or else the momentum of the two objects will make the pass very hard to handle. . If a player is moving, you should pass ahead of him and let him catch up to the ball rather than turn around to retrieve a ball that was passed where he was a second before. . If you receive a pass that forces you off-balance, try to regain your balance before passing to someone else.	Books. 10: L.A. City: pp. 41-43. 108: Physical Education Framework Committee: pp. 17, 29-38.	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Dribble a basketball: . While standing. . While walking. . While running. . Using a low dribble. . Using a high dribble. . And change hands. . And change directions. . And change pace and direction.	- Instruct a pupil to use a dribble. . When a pass is impossible. . To get out of trouble in a congested area. . When a pass is received close enough to the basket to dribble in for a lay up. - Inform the pupil that when dribbling: . Push the ball gently but firmly. . The fingers and hand should give with the ball as it comes up from the floor. . The elbow is flexed. . The upper arm is steady. . The forearm moves up and down. . The fingers should be in contact with the ball as long as possible in the pushing down action. . Keep the head up.	Equipment. Basketball.	V
	- Shoot a basket with a: . Right or left layup. . Two hand set shot. . One hand set shot. . Two hand chest shot. . One hand push shot. . Jump shot. . Hook shot.	- Teach the pupil to bank the ball off the backboard for layups and aim for over the rim in all other shots. - Encourage shooters to practice with a guard. - Teach the pupil to: . Keep the body in a semi-crouched position. . Flex the elbows. . Hold the ball with the thumb and fingers waist high. . Keep the eyes on the front rim of the basket.		
	- Look for the good shots.			
	- Pass off to a teammate who has a better shot.			

		. Follow through after the shot and rebound it back to the basket. . Develop the ability to catch and pass in one motion. . Pass with either hand. . Get into a good receiving position after passing, and be ready for a return pass. . Use short passes because they are harder to intercept and easier to handle. . Never pass across own goal. If the pass is intercepted, it is almost a sure two points for opponents. . Be deceptive with passes. Learn to use peripheral vision to see where teammates are. . Keep the elbows in close to the body when passing. . Follow-through in order to be accurate with passes. Learn to extend arms and fingers in the direction of the pass. . Shift the body weight behind the pass. . Use a wrist snap for force. . Step into the pass. . Catch the ball above the waist with the fingers pointing up and below the waist with the fingers pointing down. . Step forward to meet the ball. . "Give" with the momentum of the ball. Allow the arms to pull back slightly as the ball touches the fingertips. . Catch with the fingers, thumb, and heel of hand, not the palm.	BASKETBALL	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Shoot a free throw with a: . Two hand underhand. . One hand push shot. . Two hand chest shot. . Two hand overhead.	- Teach the pupil that the value of the free throw should not be underestimated. - Teach the pupil to use the same style for the free throw as he does the set shot.		V
	- Use appropriate footwork such as: . Pivot. . Reverse pivot (turn). . Stop. . Start. . Change direction. . Jump. - Rebound a shot. - Guard an opponent.	- Instruct the pupil to: . Keep center of gravity low when stopping. . Keep the body between the opponent and the ball when pivoting. . Step or hop before the jump to get the greatest height. . Flex the knees quickly and push off hard, when rebounding. . Keep between the offensive player and the goal. . Maintain a low, balanced position. . Keep the eyes on the mid-section of the person. . Use a sliding motion with the feet. . Avoid crossing the feet when moving. . Hold one arm forward and the other out to the side.		
	- Play a game of basketball using the rules.	- Instruct the pupil in the rules and strategy of the game.		

11	**Given an opportunity** to learn and practice Football skills, the pupil can: (See p. 112 for games related to Football and p. 169 for Spectator Football). - Throw the football with an overhand spiral pass for a short and long distance to a stationary and moving target. - Throw the ball backward between the legs (centerpass). - Catch a thrown or passed ball above the waist and below the waist. - Catch a thrown ball while standing or moving. - Kick a football for a short and long distance for accuracy using a variety of methods including: . Punt in the air. . Place kick on the ground. . Drop kick on the bounce. - Perform basic starting positions or stances for backfield and lineplay. - Carry the football, holding it securely with either left or right hand and arm. - Run to the left, right, or straight ahead while carrying the ball. - Follow blockers in a specified direction.	- Provide opportunity to throw the football many times. Use as many balls as are available, preferably a ball for every two pupils. - Instruct the boy in: . Gripping, throwing, carrying (hold the ball with fingers cupped around end, the ball held in crook-of-arm tight against the body. . Holding and dropping the ball for the punt - add the one and one-half step approach and kick. . Kicking for distance when style has been learned. . Using the instep in kicking. . Place kicking from a tee-teach toe method as well as soccer type instep kick. . Defending against passes and runs and how to run while holding the ball. - Encourage using drills in very small groups with emphasis on kicking spirals. - Organize drills and games in which boys throw the ball for short and longer distances. - Use relays as practice drills. (Shuttle). - Limit size of teams so that everyone has many repetitions. - Provide targets to throw or kick to such as: hoops, tires, etc. - Ask boys to make up and execute a sample play for each of the basic football formations: "T," "Single-wing," "Double-wing," "Spread," etc. - Demonstrate and practice various defensive formations.	Books. 10: L.A.City: pp. 61, 82. 127: Vannier: p. 181. Equipment. Footballs. Goal Posts. Hoops. Kicking Tee. Tires. BASKETBALL FOOTBALL	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Plan and execute simple plans or plays involved in offensive football. - Plan and execute defensive manuevers to counteract an opponent's efforts. - Play a game of football using the rules.	- Vary the game by using flags instead of tagging. - Instruct pupils in the rules and modify them to meet the needs of the group. - Teach games such as: "Association Football," and "Flag Football."		

11	Given an opportunity to learn and practice Soccer skills, the pupil can:
	(See p.115 for games related to Soccer and p.172 for Spectator Soccer).
	- Kick the ball using various parts of the feet: instep, inside of the foot, heel, and outside of the foot.
	- Kick the ball oovering short distances and long distances.
	- Kick the ball using various types of kicks, place kick, punt, and drop kick.
	- Dribble the ball with the left foot and the right foot.
	- Stop the momentum of ball by:
	  . Blocking with chest, abdomen, and thighs.
	  . Trapping with the sole of the foot.
		- Instruct the pupil to control the ball with short passes (kicks) as well as to kick hard with power for distance.
		- Encourage pupil to keep the ball under control.
		- Use dribbling drills such as:
		  . Dribbling around a post or various markers.
		  . Dribble and pass in combination.
		- Instruct the runners to keep arms folded over chest or hold their sides with their hands to prevent reaching out to hit ball with arms and hands.
		- Encourage the pupil to get in line with the ball and as the ball strikes the body, "give" with it and jump slightly back.
		- Instruct pupil to keep eyes on the ball when "heading."
		  . To make the ball go forward, jump and contact ball at the hairline of front of head.
		  . To change the direction of the ball, use the side of the head.
			Books.
			10: L.A. City: pp. 90-91.
			101: Meyer: pp. 202-233.
			125: Van Hagen: pp. 784-788.
			126: Vannier: pp. 429-433.
			16mm Films
			232: Soccer for Girls.
			238: Soccer-Let's Play.
			206: Fundamentals of Soccer.
				V

	. Trapping with one knee and the ground, "Single Knee Trap." - Volley the ball by letting it rebound from any part of body except arms and hands. (Knee, foot, shoulder, and head - called "Heading"). - Take the ball away from another player by using a: . Straight tackle (front tackle). . Hook tackle. . Side tackle. - Mark (guard) a specific player. - Play a game of soccer using the rules.	- Instruct the pupil to keep most of his weight on the stationary or outside foot while attempting to get control of the ball. . Instruct the pupils in the rules of soccer. . Modify the rules to meet the needs of the group.		
11	Given an opportunity to learn and practice Softball skills, the pupil can: (See p.117 for games related to Softball). - Catch a softball which is thrown or batted to him below and above his waist. - Catch a flyball. - Field a ground ball. - Throw a softball a short and long distance. - Throw a softball using an overhand throw. - Bat a softball using a regular and choke grip.	- Instruct the pupil to point the fingers upward to catch a ball above the waist and point the fingers downward to catch a ball below the waist. - Encourage the pupil to allow the hands to give with the catch. - Teach the pupils: . The use of a mitt or a glove to catch a softball. . Fly balls and ground balls can be thrown and caught. . How to position themselves to get ready for the throw when fielding a ground ball. - Skill drills, "Pepper." - Ask the pupils to practice throwing and catching in two lines.	Books. 10: L.A. City: pp. 101-120. 102: Miller: p. 447. FOOTBALL SOCCER SOFTBALL	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Bat a softball using a correct stance. - Bat a softball using a full swing and follow through. - Run to first base. - Run the bases using a lead-off. - Pitch a softball with a basic underhand toss. - Pitch a softball with accuracy in the strike zone. - Pitch a softball using a legal delivery. - Steal a base. - Play in the infield and field a softball to home plate, and to all the bases. - Tag a runner. - Demonstrate ability as a fielder and participate in a rundown, forceout, and a double play. - Pitch a softball with a "windmill." - Throw a softball using a sidearm and underarm whip. - Bunt a softball. - Pitch a softball fast. - Bat a softball with accuracy to a variety of places. ("Place Hitting").	- Use a batting tee and play a regular game. If more than one batting tee is available, assign one squad to each tee. - Use the test wall for pitching practice or prepare a strike zone on a wall or fence. The strike zone is approximately 36 inches high, 18 inches wide, and 20 inches from the ground. . Ask the pupils to practice in "Threes" - one stands in the batter's position, one pitches and one catches. . Arrange squad competition for bunting - 1 point for legal bunt, and 3 points if the batter can beat the throw to first base. . Instruct the pupils to practice in "sixes" a batter, a pitcher, a catcher, and three fielders - practice place hitting. - Skill tests, "Timed Base Running". - Instruct the pupil in the rules and modify them to meet the needs of the pupils.		

11	Given an opportunity to learn and practice Speedball skills, the pupil can: - Advance the ball with the feet and the body. - Intercept the ball by trapping, blocking, and tackling. - Pass the ball. - Catch the ball. - Guard. - Pivot. - Perform the kick-up with both feet. - Perform the kick-up with one foot.	- Instruct the pupil in skill performance (basketball and soccer skills) of advancing and intercepting the ball, passing, catching, guarding, and pivoting. - Provide instruction in the kick-up with both feet. . Craddle ball between the inner part of the feet. . Distribute body weight evenly over the outer portions of the feet. . Jump into the air, pull ball up with feet, and catch it with hands. - Provide instruction in the kick-up with one foot. . Place the sole of the foot on top of ball. . Pull ball toward player. . Put toe of foot under ball as it starts to roll. . Bend knee upward and outward so that the ball is lifted off of the ground. . Bend forward and catch ball. . Have leg follow-through a short distance after the ball leaves toe. - Provide instruction in the kick-up of a rolling ball. . Stand in a stride position facing the ball. . Place lifting foot forward with toes pointed under the rolling ball. . Lift up ball with foot, lean forward and catch the ball.	Books. 101: Meyer: pp. 341-342. 102: Miller: pp. 398-416. 126: Vannier: p. 489.	V
	- Perform a lift-up to another player.	- Provide instruction in the lift-up to another player. . Place ball about one foot in front of kicker. . Bend kicking leg and shift weight to the opposite foot.	SOFTBALL SPEEDBALL	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Perform the air dribble. - Play a game using the rules.	. Insert toes of kicking foot under the ball. . Lift the ball with the foot and follow-through with the leg in the direction of the other player. - Encourage the class to play as soon as they know what the game is all about and have learned enough skills to play and to enjoy the game. - Divide the field either actually or imaginatively for inexperienced players, into five lengthwise alleys and instruct the players to stay in their own areas. - Refer to players by their positions of play along with their names. - Evaluate continually. - Instruct the pupils in the rules, and modify them if necessary, to meet the needs of the group.		
11	Given an opportunity to learn and practice Volleyball skills, the pupil can: (See p.119 for games related to Volleyball). - Perform the overhead pass.	- Instruct the pupil that to perform the overhead pass he should: . Position body weight low with arms and legs bent. . Position hands 2 to 4 inches above the forehead. Spread the fingers. . Contact ball about 2' above the head with the fleshy part of the fingers (not the tips). . Straighten legs when the ball is contacted.	16mm Films: 216: Fundamentals of Volleyball 247: Volleyball Drills & Techniques. 248: Volleyball for Women. 249: Volleyball Skills & Practice.	V

		- Instruct the pupil that in order to perform the bump pass, he should: . Stand in a stride position and move to a crouch. . Place forearms close together by rotating outward, for a two arm bump. . Strike the ball on the forearm not the fists. . Straighten the legs and follow through with the entire body in the direction the ball should go.	S 8mm Loop Films. 261: Power Volleyball.	
		- Instruct the pupil that in order to perform the set he should: . Position the body the same as for an overhead pass. . Raise hands keeping elbows a little above shoulder height. . Form a triangle with the hands by placing the forefingers and thumbs about one to two inches apart.		
	- Serve the ball underhand.	- Instruct the pupil that in order to serve underhand he should: . Face the net. . Stand in forward stride. . Flex the knees and lean the trunk forward. . Hold the ball in the (left) hand in front and to the right of the body. . Swing serving hand (the right hand) back. . Keep the elbow straight. . Swing the arm forward close to the body. . Contact the ball with the heel of the open hand.	SPEEDBALL VOLLEYBALL	

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Serve the ball underhand with accuracy.	- Use skill drills for practicing accuracy. "Competitive Serve."	Books. 102: Miller: p. 471. 126: Vannier: p. 528.	V
	- Receive a serve.	- Use skill tests to test for accuracy. . Cooper - French Serve Test. . Trotter Serve Test. - Teach the pupil to use a bump (dig) pass for a hard driven serve.		
	- Perform a net recovery.	- Instruct the pupil that to perform a net recovery, he should: . Bend the knees. . Keep body weight low. . Play the ball just as it drops free from net. . Use the two-handed bump whenever possible.		
	- Perform a dink.	- Instruct the pupil in performing the dink, he should: . Approach the net with two steps (same as for spike). . Elevate the body as high as he would for a spike. . Pass the ball using one hand with the pads of the finger of the hand. . Direct the ball close to the net or close to the base line.		
	- Spike the ball.	- Instruct the pupil, that in order to execute the spike, he should: . Use a two-step approach.		

		. Start approximately 6-8 feet from the net on or outside left sideline. . Use a two-foot jump. . Keep the ball on the right side and in front of the body. . Contact the ball high and on the rear top position of the ball. . Emphasize wrist action. . Direct the ball into open areas on the opponents court. . Contact the ball with the heel of the open hand.		V
	- Serve the ball overhand.	- Instruct the pupil that to execute the overhand serve, he should: . Face the net in a forward stride position weight on rear foot. . Hold ball with left hand about chest high in front of body and toward the right side. . Place right hand on top of ball. . Toss the ball up with the left hand to position approximately 3 to 4 feet above the head and 1 foot in front of the right shoulder. . Keep the serving arm almost straight as it contacts the ball. . Reach and strike the ball with the palm of the hand.		
	- Perform a pass, set and spike with teammates.	- Instruct the pupil in: . The court position and purpose of three hits on a side. . The court position of the blockers.		
	- Perform a block.	- Teach the pupil: . To block he should jump straight upward extending the legs and arms.	VOLLEYBALL	

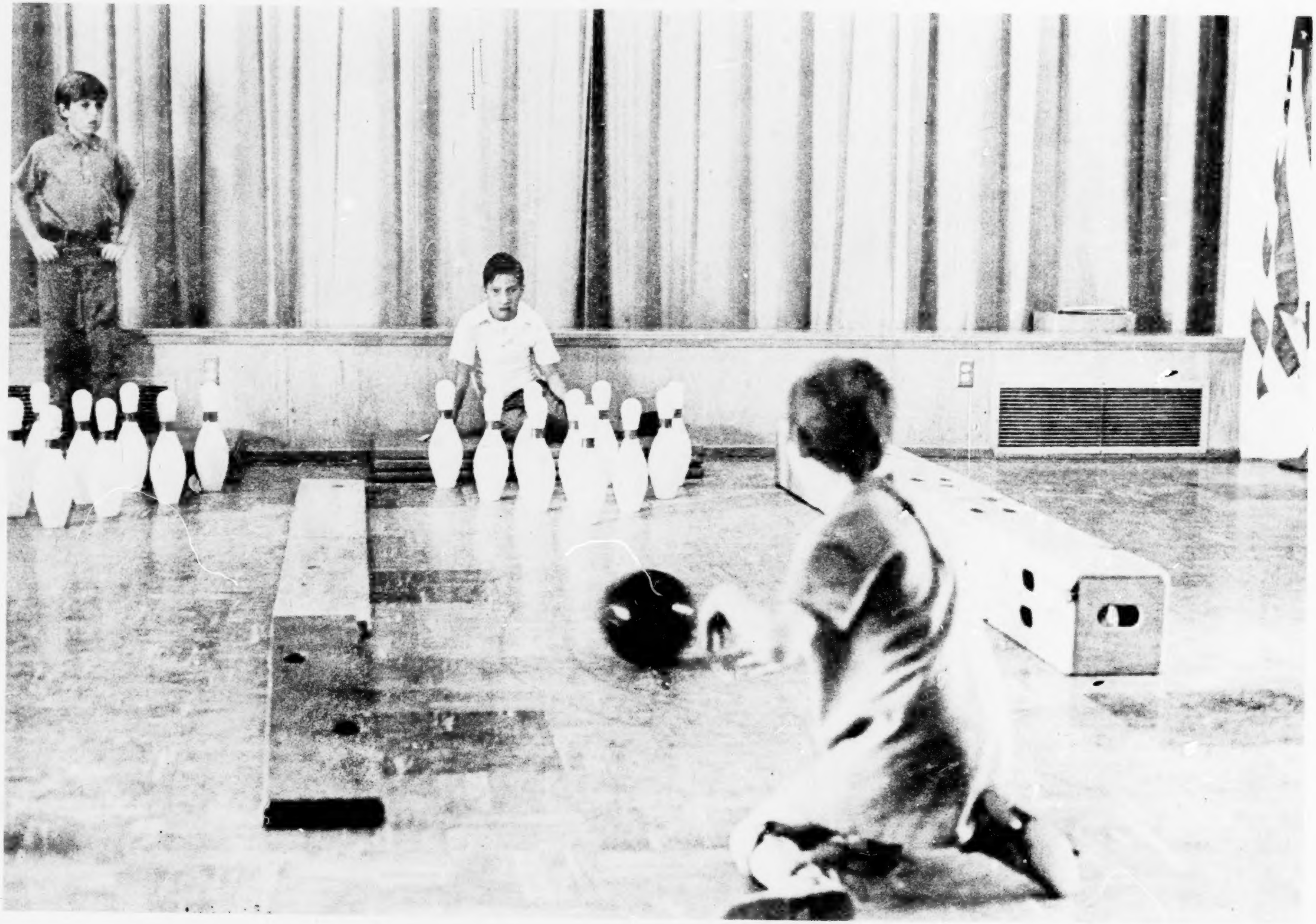
SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Perform a back set.	. The back set is the same as the front set except the contact of the ball must be higher overhead, the palms must be facing up and back, and the arms are extended up and back.		
11	Given an opportunity to learn and practice Archery skills, the pupil can: - Select and care for his tackle. - Carry and use his tackle safely. - Identify the parts of the bow and arrow. - Identify other tackle such as: arm guard, finger tab, quiver, and target. - String and unstring the bow (brace and unbrace). - Use the proper stance. - Hold the bow with the correct grip. - Nock the arrow (place the bow string in the nock of the arrow). - Draw the string back to the anchor point. - Aim the arrow. - Release the arrow.	- Teach safety information and care of equipment before the pupil attempts to draw the arrow. - Instruct pupils to shoot and retrieve arrows on command. - Emphasize the fact that a bow and arrow can be a deadly weapon. - Instruct pupils to point a drawn arrow only at the target to be hit. - Give instruction without the tackle until they can address the target, draw and anchor. - Give instruction to beginners at a target located on or near the ground and which is approximately 5-10 feet from the archer. This gives the archer satisfaction because he can hit the target. It is safer because it helps eliminate "wild" arrows.	Books. 102: Miller: p. 101. 16mm Films. 207: Fundamentals of Archery. 245: World of Archery.	V

	- Use the point of aim for aiming. - Use a range finder for aiming. - Use a bow sight for aiming. - Score. - Shoot an end of arrows at 20 yards with accuracy.	- Modify the activity when needed. . Hold bow horizontal when in a wheel chair. . Tie balloons on the target to increase interest. - Teach the game "Archery Golf."		
11	Given an opportunity to learn and practice Badminton skills, the pupil can: - Grip the badminton racket. - Hold a badminton racket and hit a shuttlecock with an underhand stroke.	- Teach the pupil to grasp the racket as though he were shaking hands with it. - Instruct the pupil to spread fingers slightly and place the "V" between the thumb and forefinger on the side of the racket handle in line with the racket head. - Demonstrate forehand and backhand strokes. - Allow the pupils to experiment with the racket and shuttlecock prior to instruction. - Emphasize: . Hit the overhead stroke similar to a softball throw. . Keep right or left shoulder toward the net. . Use word cues--"Side to Net." . Drop the head of the racket behind the back. . Use word cues--"Scratch your back with the racket." . Bend the arm slightly and use a forceful wrist flick. . Contact the shuttle overhead and in front of the body.	Equipment. Badminton Rackets. Shuttlecocks. 16mm Films. 201: Badminton Fundamentals. VOLLEYBALL ARCHERY BADMINTON	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Shift weight from back foot to forward foot. . Follow through to the left of body.		
		- Begin instruction without the racket.		
	- Execute a backhand stroke.	- Organize the pupils so that they can mimetically practice the strokes. . Teach the pupil to pivot either on front foot or back foot in order to place opposite side to the net. Use word cues such as: "Pivot and Swing".		
	- Execute an overhand stroke changing the flight of the shuttlecock. . Clear. . Smash. . Drop.	. Emphasize that the flight of the "bird" is dependent upon the point of contact and the amount of force.		
	- Serve the shuttlecock. . Short serve. . Long serve.	- Explain the purpose for two serves. . Instruct the pupil to: - Strike the shuttle in front of the body. - Swing the racket back, drop the bird, swing forward, and contact the bird with a forceful hit.		
	- Perform additional strokes. . The drive, forehand, and backhand. . The forehand clear. . The backhand clear. . The underhand clear. . The net shots. . Around the head shot.	- Teach the pupil in a game to hit with an overhand stroke whenever possible because most of the offensive strokes are executed from an overhead contact.		



11	Given an opportunity to learn and practice the skills of Bowling, the pupil can: (See p.168 Spectator Bowling). - Execute the one step delivery. . The ready position. . The body position. . The pushaway and the pendulum swing.	- Organize class in the gymnasium or large room with squads facing each other--(rollers and retrievers). - Teach the pupil the rolling motion using a softball. - Encourage all pupils to learn the one step delivery. - Teach the delivery without the use of a ball. - Demonstrate and have the class follow mimetically. - Instruct the pupil to: . Place the feet 1½ inches apart and the foot opposite the bowling hand about 4½ inches behind the other. . Lean forward bending the knees. . Swing the arm forward to eye level and let it swing backward to approximately shoulder level. . Extend the bowling hand as if to shake hands. . Place the elbows against the sides and bring the hands together to a "begging" position on the bowling side of the body. . Push the hands forward and swing arm backward and forward. . Add the slide forward on the foot opposite the bowling arm. - Use key phrases: . "Ready, push arm out, down, back and slide."	Equipment. "Gym Bowl." The Cosom Corp. Minneapolis, Minn. BADMINTON BOWLING	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Encourage pupil to practice bringing the bowling hand and the opposite foot forward at the same time for proper timing, control, and balance.		
	- Execute the four step delivery using: . The four step walk. . The sliding step.	- Instruct the pupil to: . Stand with feet together or one slightly ahead of the other. . Start with the right foot (if right-handed) and take 4 brisk steps forward. . Repeat, making the 4th step a sliding step. - For blind: Use guide rail for bowling.		
	- Lift the bowling ball.	- Use key phrases - "Ready, one, two, three, slide."		
	- Grip the bowling ball.	- Teach the pupil to lift the ball to the "begging" position. - Instruct the pupil to grip the ball by inserting the middle and ring fingers into their respective holes and then the thumb all the way into the hole.		
	- Find his starting position.	- Instruct the pupil to place his back to the foul line and walk 4½ paces away, turn and face target. - Teach the pupil: . Push the ball away from body, on the first step. . Drop arm down, on the second step.		

		. Swing arm and ball, on the third step. . Slide foot, swing arm forward and roll the ball, on the fourth step. - Encourage the pupil to: . Practice coordinating the push out, down, back and forward with steps. One, two, three and slide. . Keep the bowling wrist firm and the forearm straight.		
11	Given an opportunity to learn and practice Golf skills, the pupil can: (See p.170 for Spectator Golf). - Grip a golf club using: . The overlap (Varden). . The interlock. . The unlapped baseball. . The putting grip. - Choose a grip and use it in practice. - Assume the stance using: . The square stance. . The open stance. . The closed stance.	- Instruct the pupil that the grip to be used is an individual matter dependent upon the golfer's strength, ability, size of hands, etc. - Organize class so they can practice: . Safety, with no danger of striking another with the club or a ball. . Hitting balls with clubs of different grips and can choose the most comfortable and effective one. . Organize the class so they can practice the stroking mimetically without the use of the ball. - Use clubs with a molded grip to learn the overlap grip. - Instruct the pupil that the stance to be used depends upon the stroke the golfer wishes to perform. Generally:- . Use a wood with a closed or square stance. . Use medium and long irons with a square stance. . Use short irons with an open stance.	Equipment. Vee Vee Molded Grip Training Club. 16mm Films. 217: Grip and Stance. 250: Welcome to Golf. S 8mm Loop Films. 257: Full Swing. 258: Grip and Stance. 259: Men's Golf. 262: Putting. 263: 3/4 Swing. 264: Women's Golf. BOWLING GOLF	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Address the ball.	- Teach the pupil that the position of the ball in relation to the body and club greatly controls ball spin. Generally ball is placed: . Forward of center for woods. . Center for medium and long irons. . Right of center and closer to the golfer for short irons.	Books. 126: Vannier: pp. 140-179. Equipment. Balls. Golf Clubs. Plastic Balls. Targets - tires, flags, waste baskets, etc. 16mm Films. 207: Building Your Golf Swing. 228: Pitch and Run. 229: Pitching and Sand Shot. 231: Putting. 234: Short Game in Golf.	V
	- Swing the club using a: . Quarter swing. . Half swing. . Three-quarter swing. . Full swing.	- Instruct the pupil that the swing to be used is determined by the: . Stroke to be executed. . Distance to the hole.		
	- Use an iron club to: . Perform a chip shot.	- Provide a 4, 5, 6, 7, or 8 iron for practicing chipping. - Encourage the pupil to practice from various distances. - Provide targets for pupil to practice accuracy, such as: wastebaskets, flags, tires; paint or mark targets at the base of a wall for pupils to aim for accuracy.		
	. Perform a pitch shot.	- Provide a 7, 8, or 9 iron for practicing pitching. . Use plastic balls.		
	- Use a sandwedge or a number 9 iron and execute a chip shot or blast from a sand trap.	- Teach the pupil the club he selects depends upon the distance he wishes to cover and the terrain he is on.		
	- Use a putter and can putt into the hole.	- Use written test to determine knowledge of rules, etiquette and terms. - Instruct pupil to swing weight of clubs, length of shaft, types of clubs, cost of		

	- Use a wood club and hit a ball. - Demonstrate a knowledge of golf etiquette and rules. - Demonstrate a knowledge of golf terms. - Play 9 holes of golf and keep score.	clubs, types of tournaments /‾Match-Stroke (Medal)_7. - Instruct pupil that: . Par is determined by yardage: Men - Par - Women Up to 250 - 3 - Up to 210 251 to 450 - 4 - 211 to 400 451 to 600 - 5 - 401 to 575 601 and up - 6 - 576 and up		
12	Given an opportunity to learn and play Handball, the pupil can: - Assume a corrent stance for serving or receiving the ball. - Strike the ball with a flat hand so that it carries in the air to the front wall. - Strike the ball with cupped hand or closed fist so that it carries in the air to the front wall. - Serve a low drive ball. - Serve a high lob ball. - Serve a sharp angle ball.	- Instruct the pupil in the basic handball ready position, legs slightly bent, body in a crouched position. Stand sideways to the front wall when serving and face the forward wall ready to move either way when receiving. - Teach the pupil to bounce the ball on the floor and stroke it toward the wall as in serving. - Ask the pupil to practice striking balls thrown or hit against the wall by a partner. - Instruct the pupil to strike the ball so that it stays close to the floor and carries back from the front wall just past the short service line. - Ask the pupil to hit the ball high against the front wall so that on rebound it follows a high arc. - Ask the pupil to serve the ball on an angle against the front wall so that it rebounds to the side wall and then at a sharp angle back across the court.	Books. 10: L.A. City: p. 224. 118: Seaton: p. 180. Equipment. Handball. 16mm Films. 218: Handball Fundamentals. 230: Play Handball. GOLF HANDBALL	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Stroke the ball underhand.	- Instruct the pupil in the underhand arm stroke. - Ask him to use a slightly bent elbow and to employ an underhand throwing motion. - Encourage the pupil to practice hitting the ball on the bounce and then as it comes off of wall after being thrown or hit by another player. - Emphasize keeping the ball low and hitting it hard.		
	- Stroke the ball overarm.	- Teach the pupil to hit a high ball using the overarm style with bent and straight arms. - Ask the pupil to use a cupped hand. Begin the bent arm stroke with the hand placed near the ear; for the straight arm stroke, the swing starts further back.		
	- Stroke the ball sidearm.	- Ask the pupil to execute this stroke with the feet facing the side wall and the body in an erect position, keep the wrist flexible.		
	- Move around the court.	- Teach the pupil to use good footwork.		
	- Play a game of handball.	- Ask him to move rapidly forward, backward, or left and right on your signal.		
	- Keep score and complete a regulation game of singles or doubles handball.	- Emphasize remaining in a semi-crouch and keeping the body in good position to strike a ball at all times.		

		- Teach the rules and strategy of the game so that matches may be played. - Encourage the pupils to play: . Simple leadup games of elimination of the player who makes a mistake. . Rotation games where a group plays the ball in sequence.		
12	Given an opportunity to learn and practice the skills of Tennis, the pupil can: - Assume a correct stance or ready position. - Hold a racket using the Eastern grip. - Swing the racket in a level forehand stroke. - Pivot from a ready position and execute a forehand stroke.	- Instruct the pupils to stand in open order on a tennis court or practice area. - Ask pupils to face net or practice wall, bend forward slightly in a semi-crouch with knees bent. - Arrange pupils in pairs. Ask one pupil to extend the racket toward another, handle first with the face perpendicular to ground. - Ask the pupil to take hold of the racket naturally as though shaking hands. - Instruct the pupils in open order to move racket on command (1) backswing (2) forward swing (3) follow through. - Ask pupils to imitate instructors example--using a level swing with limited back swing keeping elbow extended. - Provide a stroke developer for pupils to practice level swing. - Require pupils to step forward with the left foot while pivoting on the right (or left) and making a back swing. - Direct pupils in open order drill to (1) Pivot and back-swing (2) forward swing (3) follow through.	Books. 91: Leighton: p. 39. 128: Xanthos: pp. 15, 17. Equipment. Ball attached to an elastic cord. Foot pattern templates. Stroke developer. Tennis balls. Tennis rackets. HANDBALL TENNIS	V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Require pupils to execute basic pivot swing pattern many times. - Ask pupil to follow footprint patterns painted on the ground.		
	- Stroke a dropped ball with the hand and with a racket.	- Ask pupils to work in pairs. One drops a ball and the other executes a forehand swing striking the ball with his palm. - Instruct the pupil to stroke a dropped ball while using a choke grip (hand near the throat of the racket).		
	- Stroke a tossed ball with the hand and with a racket.	- Ask pupils to work in pairs. One tosses the ball to the other from a short distance so that it bounces up to waist height. - Ask pupils to rotate drill beginning with hand stroking and then using a racket grip --choked.		
	- Stroke a tossed ball using a full swing.	- Encourage the pupil to use a full size racket when they are able to control it and meet the ball squarely. - Ask pupils to work in pairs and correct each other's form.		
	- Change position on the court using proper footwork.	- Arrange pupils in open order in ready position and instruct them in proper method of moving forward, backward, left and right. - Ask the pupils in a mass formation to execute the proper service stance, ball toss, and flat serve on comment.		
	- Assume the correct stance for the serve, toss the ball in the air and hit it with an overhand racket swing (beginners flat serve).	- Require the pupils to place the ball in the air with a vertical toss-repeat the toss many times.		

	- Serve a ball across the net into the playing court. - Play a game of tennis using appropriate strokes, keeping score, and following the basic rules of the game.	- Require pupil to practice the overhand flat swing using a ball suspended at serving height. - Ask the pupil to serve across the net from behind the serve line. Use many balls. - Instruct the pupils to rally the ball then progress to serving and rallying. - Teach elements of score keeping and basic rules of the game.		
12	Given an opportunity to learn and practice Track activities, the pupil can: - Run. . Short distances. . Middle distances. . Long distances. . And hurdle. . A relay. - Jump. . A standing long jump. . A running long jump. . High jump. . Triple jump.	- Instruct the pupil that: . In a sprint the runner attempts to run a maximum speed over a short distance (up to 220 yards). . In distance running it is important that the runners conserve energy. - Teach the pupils the methods of passing the baton. . The visual. . The non-visual. - Organize the class so that all pupils can be active most of the time. . Use small squads and rotate to different events. . Teach the skill to the entire class and then provide skill practice in smaller groups. - Instruct the pupils in the aspects of the jump. . Approach. . Take off. . Flight. . Landing.	Books. 10: L.A. City: pp. 263-272. 16: Bucher: pp. 269-279. 43: Dougherty: pp. 1-541. 126: Vannier: pp. 286-318. 16mm Films. 208: Distances. 220: High Jump. 221: Hurdles. 233: Running Broad Jump. 240: Sprinting with Bud Winter. 243: Track and Field. TENNIS TRACK	V L V

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Throw . A baseball for distance. . A discus. . A javelin. . A shot put.	- Use record keeping as a motivational device (as well as a method of self-evaluation). - Provide for safe execution of the throws. - Plan competition for wheel chair pupils in the throws.		V
12	Given an opportunity to learn and practice Wrestling skills, the boy can:		Books. 10: L.A. City: pp. 280-285. 119: Stanley: p. 263.	
	- Assume a correct stance for offensive or defensive wrestling in the standing position. - Move forward, backward, or sideward while maintaining good balance. - Drop or fall to a kneeling position on the mat.	- Teach the pupil to take a balanced position of alert readiness with the arms close to the body, the legs bent, and the body bent forward in a crouch. - Conduct group drills for footwork. Direct the pupils to move various directions on command while maintaining a proper stance. - Direct the pupils to practice single and double knee drops to the mats in a mass group. - Teach pupils to catch their weight equally on the hands, knees, and feet when dropping to the mats.	16mm Films. 206: Breakdowns into Pinning Combinations. 210: Escapes and Reversals. 241: Starting Position and Take-downs.	
	- Perform one or more takedowns from a standing position.	- Ask pupils to walk through basic takedown manuevers such as: . Double leg dive, single leg pickup, or under-arm go behind. . Drill pupils in pairs on performance of takedowns by the numbers.	S 8mm Loop Films. 265: Wrestling-Basic Skills.	

	- Assume a referee's position on the mat as offensive or defensive man (top or bottom).	- Demonstrate referee's position with class in pairs on mats. . Require pupils to keep a wide base with a low center of gravity.		
	- Perform one or more breakdown manuevers from the offensive position on the mat.	- Teach basic breakdown manuevers to pupils arranged in partners. . Walk through the following: far ankle, and far knee. Far arm and far ankle, head lever.		
	- Perform one or more escapes or counter manuever from the defensive mat position.	- Demonstrate and then have pupils walk through basic escapes and counters such as: . Stand up and break away, sit out and turn in, and the switch and reswitch. . Require pupils to repeat each move slowly and carefully until technique has been learned.		
	- Perform one or more pinning holds from successful breakdown.	- Demonstrate and drill pupils on the step by step performance of the following pinning combinations: . The half Nelson, crotch, and the double arm lock.		
	- Participate in a short wrestling bout with a pupil of similar size and ability.	- Conduct brief matches of partners paired according to size and strength.		
	- Wrestle in series using appropriate takedowns, breakdowns, escapes and pinning holds.	- Teach pupils to wrestle according to a plan using specific manuevers according to the situation. . Have pupils practice a takedown, an escape in a planned sequence.	TRACK WRESTLING	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
13	Given an opportunity to learn and practice skills used in Floor Exercise, the girl can: - Perform the basic ballet positions. - Perform basic movements. . Chasse. . Gallop. . Hop. . Skip. . Slide. . Pas de Basque. - Perform standing movements. . Ballet touch. . Bends. . Body wave. . Lunge. . Plie. . Releve. . Swedish fall. - Perform floor movements. . Body sweep. . Flank turn. . Hook sit. . Hurdle walk. . Knee lunge. . Kneeling body wave. . Leg circles. . Shoot through. . Split. . Split turns.	- Instruct the pupil that Free Exercise is a combination of tumbling, ballet, modern dance, and balances performed in a routine. - Organize the class and teach movements to the entire group even though the routines should be creative and worked on individually at a later stage. - Instruct the pupils in the meaning of the ballet terms including the following: . Chasse - Face forward, take a sliding step, and let the following foot displace the lead foot, as if chasing it. . Pas de Basque - Stand, step to the left with a spring, arms held to side. Draw the right foot forward momentarily, transferring the weight to the right foot, and then quickly back to the left. Repeat to the right. . Plie - Bend knees as deeply as possible without bending at the waist-usually done in the five ballet positions. . Releve - Rise on the toes.	Books. 44: Drury: pp. 107-117. 59: L.A. City: p.55.	T U L

	- Perform static movements. . Arabesque. . Front scale. . Knee scale. . Needle scale. . One leg balance. . One leg squat. . Side support. . Straddle lean. . Straddle stand. . "V" sit. - Perform leaps and jumps. . Aerial split. . Cat leap. . Hitch kick. . Stag leap. . Straddle leap. . Tuck. - Perform turns. . Piroutte. . Spiral turn. . Tours jete. . Whip turn. - Perform tumbling moves. . Forward and backward rolls. . Dive rolls. . Headstands. . Cartwheels. . Round-off. . Walkovers. . Tinsica. . Valdez. . Springs. . Kips.	. Arabesque - Stand on the left leg. Lift the right slightly, keeping the toe pointed. Maintain an erect body position. Hold the arms in any desired ballet position. . Pirouette - A full turn on one foot. Step to the right, turn right on the ball of the right foot. Place the sole of the left foot below the right knee. . Tours jete - Stand on the left foot and kick the right foot forward. Quickly turn to the left as the weight is taken on the right foot and the left swings back in a scissor movement. Finish with the weight on the right foot and the left leg backward to a scale. . Tinsica - A combination of a cartwheel and a forward walk-over. . Valdez - Take a long sit, with the right leg extended and the left knee bent, with the foot close to the buttocks. Place the right hand on the floor near the buttocks, with the left arm horizontally forward. Push vigorously with the left foot and left hand; and simultaneously swing the right arm from the shoulder in an upward and backward movement.	GYMNASTICS (FLOOR EXERCISE)	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
13	Given an opportunity to learn and practice skills on a high Balance Beam, the girl can: - Mount the beam with a: . Cross seat mount. . Back pullover mount. . Crotch seat mount. . Squat mount. . One leg squat mount. . Fence vault mount. . One-knee mount. . Wolf mount. . Straddle mount. - Move on the beam and: . Walk forward pointing the toes. . Walk backward. . Walk on tiptoes. . Step-hop. . Chasse or Glissade. . Plie-walk. . Tip toe turn. . Crouch turn. . Pirouette turn. . Chaines turns. . Back shoulder roll. . Forward shoulder roll. . Forward roll. . Backward roll.	- Provide opportunity for pupils to practice all stunts on a line on the floor before trying the stunt on the beam, then transfer the movements to a low beam. - Allow pupil to climb on the high beam and walk to end and climb or jump off. Add other simple movements such as hopping and skipping, until confidence is gained. - Observe the following safety rules: . Place mats on both sides of the beam with double thickness at the ends. . Encourage the performer to mount or dismount in the middle or the end but not near the legs or supports of the beam. . Remove the beat board as soon as the mount is made. . Use spotters on both sides of the beam for beginners. The performer takes the spotters hand not the reverse. . Always use spotters in learning a new move. . Teach the pupil to keep elbows straight and in line with the shoulders on mounts using arm support.	Books. 44: Drury: pp. 84-106. 59: L.A. City: pp. 86-98.	

EXIT

	- Perform balances. . "V" seat. . Knee scale. . One-leg squat. . Front and rear lying. . Push up. . Lunges. . Arabesque. . Body wave. . Pretzel bend. - Perform dismounts. . Side seat dismounts. . Jumping - with variations. . Front vault. . Cartwheel.	- On difficult dismounts always have a spotter.		
13	Given an opportunity to learn and practice skills on the Uneven Parallel Bars, the girl can: - Mount the bar. . Straight arm support. . Front support on high bar. . Shoot over low bar while hanging from high bar. . Back pull-over mount. . Single-leg swing up. . Flank mount. . Shoot through. . Gliding kip mount. - Balance on the bar. . Seat balance. . "V" seat. . One leg squat. . Scale. . Back pull-away.	- Check the equipment before each practice, to see that all the supports are securely in place. - Follow safety regulations: . Place mats around the bars--double thickness for dismount. . Remove the beat board as soon as performer mounts. . Use two spotters for learning new movements. - Teach the simple one bar movements on the the horizontal bar and then progress to the regular. - Emphasize the brevity of the movement at first. Each student should perform a mount, a movement, and a dismount. This will allow more pupils to use the bar during class time.	Books. 44: Drury: pp. 118-143. 59: L.A. City: pp. 70-79.	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	. Thigh rest. . Arch back. . Swan. - Dismount from the bar. . Cast off low bar to the rear. . Cast off low bar with a quarter twist. . Single-leg flank vault dismount. . Pike position shoot off dismount. . Underswing dismount from high bar. . Controlled "Skin the Cat" from the high bar. . Forward roll off high bar.			
13	Given an opportunity to learn and practice vaulting skills on a Side Horse, the pupil can: - Grasp the pommels, bend knees, and raise hips to a front support on the horse. Return to the mat. - Run, grasp the pommels, take off with two feet, raise the hips high, and return to the same side of the horse.	- Be aware of safety: . Set the side horse as low as possible and gradually increase the height. . Post a spotter (a teacher or a pupil to assist the performer or to help prevent falls on the far side of the horse) and to give support and help the performer execute the stunt on the near side of the horse. . Place a double thickness of mats on the landing side of the horse.	16mm Films. 235: Side Horse, Beginning Exercises.	

	- Take off and land on the knees on the horse. While holding the pommels, stand on the feet and then jump off.	- Teach the pupil to land with his knees bent and the weight distributed evenly on both feet.		
	- Land on the horse in a squat position and then stand and jump down.	- Instruct the pupil to push downward on the horse with the hands.		
	- Perform a squat vault.	- Instruct the pupil to push off strongly with the hands, bring the knees in a tucked position, and keep the toes pointed.		
	- Land on the horse in a straddle position, stand, push off, and land on the mat on both feet.	- Teach the pupil to: . Keep the head and chest up. . Lift the hips high and spread the legs widely to clear the horse.		
	- Perform a straddle vault.	- Teach the pupil that the name of a vault is determined by the part of the body closest to the horse.		
	- Run, place both hands on top of the horse, swing legs up, and vault over the horse with hips bent.			
	- Perform a flank vault (left and right).	- Instruct the pupil to run and use a two foot takeoff, place both hands on the pommels, lift the hips upward and sideways. As the whole body becomes parallel with the horse, lift the right hand. End with the back to the horse, arms extended to the side. The spotter should stand to the side and on the far side of the horse away from the performer's feet.		
	- Perform a front vault (left and right).	- Instruct the pupil to take off with two feet, place both hands on the pommels. Lift the legs horizontally as the performer faces the horse. When the body is		

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Perform a rear vault (left and right).	horizontal, one hand should leave the horse for the landing. End with the side toward the horse. - Instruct the pupil to take off with two feet, place the hands on the pommels. Lift the legs to the left and lift the hips so that the buttocks are to the horse in a sitting position. Release the left hand first and then the right hand in passing over the horse. After dropping with the right hand, grasp the pommels with the left hand to steady the landing. Finish with the left side of the body nearest the horse. Reverse for the right rear vault.		
13	Given an opportunity to learn and practice beginning skills on Parallel Bars, the boy can: - Perform a straight arm support on the bar. - Perform a pendulum swing while in a straight arm support. - Perform one or more seats on the bars. - Perform straddle seat travels.	- Teach the pupil to stand at the end of the bars, hold on to the bars, and jump up to a straight arm support. Repeat the exercise several times. Require good body position, with head up and arms straight. - Instruct pupil in proper method of executing a low pendulum swing at end of bars. Have two pupils at a time use the bar, one at each end. Repeat several times with suitable rest periods. - Have the pupil perform a pendulum swing and then straddle seat on the two bars. - Instruct the pupil in the technique of swinging both legs over one bar and performing a cross seat.	Books. 10: L.A. City: p. 213. 96: Loken: p. 113. S 8mm Loop Films. 260: Parallel Bars - Boy's.	

	- Perform one or more dismounts from a pendulum swing. - Perform a shoulder balance on the bars. - Perform a forward roll to a straddle seat. - Perform changes of positions on the bar.	- Teach the pupil to shift the hands in front of the legs and swing to a straddle seat in front of the hands again. Have pupils do 3 or 4 travels down the bars. - Teach the pupil the front and rear vaults with the appropriate transfer of weight and hand grips. Have pupils practice making dismounts and add half and quarter turns. - Teach pupil to do a shoulder balance from a straddle seat. Practice first with knees bent and then with straight legs, return to a straddle seat at finish of the balance. - Instruct the pupil to do a series of forward rolls on the bars: . Emphasize safety and control. . Encourage pupils to: - Keep elbows out wide. - Return to erect straddle seat position at the conclusion of each shoulder roll. - Teach the pupil to perform a front leaning rest (sideways) on the bar. - Teach the pupil to reverse positions from side seat by doing a half turn and regrasping the opposite bars and shifting the legs to a straddle seat going the other way.		
	- Perform an upper arm hang and and upper arm swing.	- Teach the pupil to hold the weight on the upper arm with an over bar arm position . Pupil should wear a sweat shirt to protect arms. - Instruct the pupil to keep elbows level, have a good hand grip on the bars, and to swing gently.	16mm Films. 237: Parallel Bar Beginning Exercises. GYMNASTICS (SIDE HORSE) (PARALLEL BARS)	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Move to a straight arm support from an upper arm swing.	- Teach pupil to perform a back uprise, a front uprise, and an over bar kip. . Begin by increasing the height of the upper arm swing. . For the back uprise, straighten the arms at the front of the swing, pulling with the hands. . The pupil should learn the over bar or top kip by coming to a straddle seat on the bars for the first few trys, then progress to a straight arm pendulum swing.		
	- Perform combinations of 3 or more exercises to form a routine.	- Teach the pupils to perform a mount, travel, a balance, and a dismount in a smooth sequence. - For beginners, keep bars at low height and give support as needed.		
13	Given an opportunity to learn and practice Tumbling Skills, the pupil can perform:	- Use a spotter for safety.	Books. 96: Loken: p. 17. 126: Vannier: p. 277. Equipment. Tumbling Mats.	
	- A side roll or series of side rolls starting from a lying position on the mat.	- Instruct pupils in the techniques of rolling on mats in the gym or on grass turf areas outdoors.		
	- A shoulder roll starting from a standing position on the mat.	- Teach pupil to throw one arm across the body and roll forward on the shoulder and back on the same side.		

	- A forward roll starting from: . A squat position. . A standing position on the mat.	- Ask the pupil to take the body weight on the hands, tuck the head well under, chin to the chest, and roll forward on the shoulders and back. Keep the weight off the neck.	16mm Films. 223: An Instructor's Guide To Tumbling and Floor Exercises. 244: Tumbling I. 245: Tumbling II. 246: Tumbling, The Basic Skills.	
	- A backward roll starting from: . A squat position on the mat. . A standing position.	- Teach basic rocking motion in a squat sit on the mat, then ask the pupil to start from a squat stand. - Stress the need for good hand position in order to keep the body weight off of the neck. - Demonstrate how pupil should lower his weight to the mat with a controlled knee bend and backward sit, then roll onto the back with the chin tucked into the chest, take the body weight with the hands and arms and roll on over to a hands and feet position on the mat.		
	- A back roll with a back extension.	- Ask the pupil to press up to a momentary handstand at the point in a back roll where the weight moves onto the hands, then snap-down to a stand.		
	- A squat hand balance (frog stand).	- Instruct the pupil to take a squat position with hands on the floor, shoulder width apart, with the inside of the knees resting on the elbows--lean forward, keeping the head off the mat, and lift the feet into the balance position.		
	- A head balance (headstand)	- Ask the pupil to form an equal sided triangle with hands and the head. Shift the body weight forward and raise the legs to the vertical by lifting singly or together. Keep the back arched. Rest the head on the forward part of head rather than the back or top.	GYMNASTICS (PARALLEL BARS) (TUMBLING SKILLS)	

SECTION TWO - GOAL II - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Instruct pupil to work with another as a spotter or helper to steady them in the vertical balance position.		
	- A head balance to forward roll.	- Ask pupil to hold a head balance and then to over balance and roll by tucking the head under, rounding the back and bending the knees to the chest.		
	- A cartwheel to the left and to the right.	- Ask the pupil to shift his weight from front foot to back foot in a side-stride stand (a rocking motion).		
		- Teach the hand placement and weight shift on the hands with the feet just off the mat and hips bent. As skill is achieved work for full body extension in a vertical position.		
	- A roundoff (cartwheel, one-half turn, snapdown).	- When a cartwheel has been learned, snap the feet down together and push off the mat with hands, arms, and shoulders.		
	- A hand balance (handstand).	- Instruct the pupil in placement of the hands, and proper head and shoulder position.	Equipment. Mats. Rolled mats.	
		- Use a spotter to help sustain the erect position. A wall may be used to balance against. Keep the back arched and the head tilted toward the back.		

	- A head spring.	- Use a rolled mat as an aid. Place the head and hands on the mat, shift the hips forward past the head, and then whip the feet overhead and down while pushing off strongly. When this has been learned, do it without the rolled mat.		
	- A hand spring.	- Stress the running skip-step single take off. - Use the rolled mat as in the headspring--place the hands on the floor in front of the mat and kick over, snapping the legs down together. - Use a spotter at the side of the performer to help lifc the shoulders and back at the moment of snapdown, and push off.		

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATIONAL SKILLS

Goal III. Provide each pupil with an opportunity to gain proficiency in games and sports skills that will lead to his participation in recreation activities.

Objective 1. The pupil can perform the skills needed to engage in several activities with enough proficiency to try them recreationally.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to learn and to play Table Games, the pupil can: - Play games such as Checkers, Chess, Dominoes. - Play games such as Jacks, Top Spinning, Marbles, Skittles, etc. - Play games such as Table Golf, Table Croquet, Box Hockey, Box Football, Marble Football, Table Shuffleboard. - Play games such as Paddle Pool, Miniature Tether Ball, Ping Pong. - Play games such as Bumpo, Carroms, Maze.	- Provide many activities so that all can participate with a minimum of waiting. - Encourage pupil to take care of materials and to return the items in the same organization and condition as they were received. - Blind: There are special checker games, dominoes, etc., for the blind.	Books. 108: Physical Education Framework Committee: pp. 6-38, 40-41. 125: Van Hagen: pp. 57, 150, 230-236, 583, 789-791, 908-909. Equipment. Carroms and Carrom Board. Checkers. Checker Board. Chessman and Chess Board. Dominoes. Game Boards for: Table Golf. Table Croquet. Box Hockey. Box Football.	

			Marble Football. Table Shuffle-board. Jacks. Jack Ball. Marbles. Top.	
2	Given an opportunity to learn and play Quiet Games, the pupil can: - Play imitative games such as Froggie Froggie. - Play matching games such as Color Hunt. - Play memory games such as What's Missing (Who's Missing). - Play coordination games such as Horseshoes and Croquet.	- Change activities frequently and when interest is at its peak. - Involve as many pupils as possible so that they may all have turns.	Books. 110: L.A. City: pp. 182, 184, 186. 111: L.A. City: pp. 355-357, 361-362, 364. Equipment. Colored Paper. Croquet Set. Horseshoes. Objects of various types.	
3	- Play guessing games, such as Dog and Bone, Hands-Up, Hands Down, and Seven-Up. Play pencil and paper games, such as Corral the Wild Horse and Squares.			
4	Given an opportunity to participate in Recreational Games and Sports, the pupil: - Chooses and plays a game or sport voluntarily and without outside motivation.	- Provide enough practice time and instruction to allow the pupil to gain enough skill and enjoy participating in the sport.	TABLE GAMES QUIET GAMES RECREATIONAL GAMES	

SECTION TWO - GOAL III - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Participates in his own neighborhood or on public recreation facilities. - Chooses several activities to participate in recreationally. - Can keep the score of several activities. - Knows the rules of several activities.	- Encourage the pupil to specialize in those activities which seem to give him satisfaction. - Adapt games and sports so that the handicapped pupil can participate with other handicapped and non-handicapped pupils as well.		

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

Goal III: Provide each pupil with an opportunity to gain proficiency in games and sports skills that will lead to his participation in recreation activities.

Objective 2. The pupil can enjoy the "World of Sports" as a spectator and understands form, rules, and scoring utilized in a variety of games and sports.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to become an intelligent spectator in Basketball the pupil can: (See p.121 for Basketball). Watch a basketball game and: - Can define terminology. . A.B.A. . Assist. . Blocking. . Center. . Center Jump. . Charging. . Court. . Dead ball. . Defense. . Double foul. . Dribble. . Dunking. . Fast break. . Forward. . Foul. -Personal. -Technical. . Free throw. . Freeze the ball. . Give and go. . Goal. . Jump ball. . Lay up. . N.B.A. . N.C.A.A. . Out of bounds. . Pivot. . Press. . Rebound. . Screen. . Shot. . Zone.	- Instruct the pupil in: . The correct terminology. . The court area--backcourt, frontcourt, restraining circle and the types of equipment--backboards, baskets, ball.	Books. 108: Physical Education Framework Committee: pp. 6-38, 40-41.	

RECREATIONAL GAMES
BASKETBALL (SPECTATOR)

SECTION TWO - GOAL III - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Knows the purpose of the game and the scoring. - Knows the court area and the types of equipment used. - Knows the basic skills involved. - Knows the number of players.	. The basic skills--catching, passing, dribbling, shooting, pivoting, feinting, rebounding, jumping, selection of position, team offense, team defense. . The teams--Women's Team - 6 players; Men's team - 5 players.		
5	Given an opportunity to become an intelligent spectator, the pupil can watch a Bowling Match and: (See p.139 for Bowling). - Can define terms: . Alley (lane). . Head pin. . Approach. . Hook. . Backup ball. . League. . Ball return. . Mark. . Brooklyn. . Sleeper. . Double. . Spare. . Error. . Split. . Foul line. . Spot. . Four timer. . Strike. . Frame. . Turkey. . Gutter. - Understands how to score.	- Instruct the pupil in: . The correct terminology. . The leagues and bowling groups. - American Bowling Congress - A.B.C. - Professional Bowlers Association - P.B.A. - Women's International Bowling Congress - W.I.B.C. - National Bowling Council - N.B.C. - Bowling Proprietors Association of America - B.P.A.A. . The method of scoring. . The techniques used.		

5	Given an opportunity to become and intelligent spectator, the pupil can watch a Football game and: (See p. 125 for Football). - Can define football terms. . Backfield . Blocked kick. . Broken field runner. . Clipping. . Conversion. . Double team. . Down. . End around. . Fair catch. . Fake kick. . Field goal. . First and ten. . Flankers. . Flat pass. . Flooding a zone. . Forward pass. . Formation. . Free kick. . Fumble. . Keep. . Lateral pass. . Line backer. . Line of scrimmage. . Man in motion. . Monster. - Knows the rules. - Knows the champion players. - Knows the leagues.	- Instruct the pupils that: . A team consists of 11 players. . The offensive team has 4 downs to move the ball 10 yards. . If the ball has not been moved 10 yards in 4 downs, the offensive team loses possession of the ball. . The object of the offensive team is to advance down the field by running and passing, eventually crossing their opponent's goal line for a touchdown.	Books. 16: Bucher: p. 261-268.	

SECTION TWO - GOAL III - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to become an intelligent spectator, the pupil can watch a Golf match and: - Can define terms: . Ace. . Birdie. . Bogey. . Bunker. . Caddie. . Clubs -Woods -Irons. . Course. . Cup. . Eagle. . Fairway. . Flag. . Green. . Handicap. . Handicap play. . Hazard. . Hole. . Hook. . Match play. . Medal play. . Par. . Pin. . Putt. . Rough. . Round. . Slice. . Tee. . Trap. - Understand the object of the game. - Understand facts about golf tournaments such as: . Type of play. . How they are scored. . Rules.	- Instruct the pupil in the following: . 18 holes make up the average course. . 1st 9th, 10th, 18th usually are near the clubhouse. . A player may play any multiple of 9 holes. . Each hole varies in length and general layout. . Hazards are generally placed to penalize a poor shot. . A player endeavors to score as few strokes as possible for each hole. . Play starts at the tee behind two markers and continues along the fairway, which is bounded by a rough and finishes at the green, which is generally surrounded by traps. The ball is rolled into the hole marked by the pin. . Most tournaments are 4 rounds or 72 holes. . Match tournaments. . Medal (stroke play) tournaments. . The four major tournaments are: What - Where - When Masters - Augusta, Ga. - Spring - Easter. US Open - (Rotates) - 2nd week - June. PGA - (Rotates) - August. British Open - England - July.	**Books**. 10: L.A. City: pp. 183-191.	

5	Given an opportunity to become an intelligent spectator, the pupil can watch an Ice Hockey game and can: - Use ice hockey terminology: . Blue line. . Body check. . Center. . Center Ice. . Center Red line. . Check. . Crease lines. . Defense men. . Face-off. . Forwards. . Foul. . Goal Cage. . Goalkeeper. . Net. . Offside. . Penalty box. . Puck. . Wingmen. . Zones.			
	- Understands the rules of ice hockey.	- Instruct the pupil in the rules and the reasons for the rules. . Rules for infractions. - Penalties for fouls with hockey stick are called boarding, charging, kneeling, slashing, and highsticking. - Penalties for incorrect use of the body are called boarding, charging, kneeling, elbowing, and holding. . Rules for the puck in play.		
	- Know the purpose of the game and how to score.	- Instruct the pupil that the purpose of the game is to hit the puck into the goal area.		
	- **Know the major championship ice hockey players.**			
	- Know the Associates and the National and International Tournaments.	- Encourage the pupil to become conversant about the National Hockey League, etc.	GOLF (SPECTATOR) ICE HOCKEY (SPECTATOR)	

SECTION TWO - GOAL III - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to become an intelligent spectator, the pupil can watch a Soccer game and can: (See p.126 for Soccer). - Define terms: . Blocking. . Charging. . Clear. . Cover. . Corner Kick. . Direct, free kick. . Dribble. . Drop ball. . Goal kick. . Heading. . Indirect, free kick. . Kicking. . Kick off. . Penalty kick. . Punt. . Roll in. . Save. . Trap. . Tackle. . Throw in. . Handling of hands. - Understand the rules. - Understand the number of players, the positions they play, and the playing field.	- Instruct the pupil in: . The correct terminology. . The field area. . The players position. . The soccer leagues. . The techniques used. . The rules. . The purpose of the game. . Scoring.		

5	Given an opportunity to become an intelligent spectator, the pupil can watch a Tennis game and can: (See p.145 for Tennis). - Use tennis terminology. . Ace. . Chop. . Deuce. . Drop Shot. . Drive. . Fault. . Double Fault. . Flat Serve. . Ground Stroke. . Let. . Lob. . Match. . Receiver. . Server. . Set. . Smash. . Volley. - Understand the rules of tennis. - Know the purpose of the game and how to score. - Know the major championship tennis players. - Know the associations (National and International Tournaments).	- Instruct the pupil in: . The structure of the tennis court--singles court, doubles court, alley, center service line, service line, sideline, back court, etc. . The equipment to be used--the tennis balls, net, and the racket--the handle, grip, and throat; the head, and the racket face. . The attire of the players. - Teach pupil that: . Tennis may be played indoors or outdoors. . The serve must be hit over the net and into the correct service court. . The service alternates between the right and left sides of the service court. . The server becomes the receiver at the completion of the game. . Play continues until one side fails to return the ball or hits the ball out of bounds. . A player who is unable to return ball into the correct area loses the point which is then awarded to the other player. . A player winning 6 games wins the set. - Instruct the pupil that: . The U.S. Lawn Tennis Association is the governing body of American amateur tennis. . The Davis Cup Championships is an international tournament for men. . The Wightman Cup matches offer competition for American and English women.	Books. 16: Bucher: pp. 251-260. SOCCER (SPECTATOR) TENNIS (SPECTATOR)	

SECTION TWO - GOAL III - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to become an intelligent spectator in Track and Field, the pupil can: (See p.147 for Track). - Watch track and field events and can use the terminology. . Anchor. . Breaking. . Cadence. . Center of gravity. . Check mark. . Drive leg. . Free leg. . Head wind. . Jogging. . Jumping leg. . Mark. . Meter. . Momentum. . Pace. . Passing zone. . Recovery leg.	- Instruct the pupil in: . The correct terminology.	**Books**. 16: Bucher: pp. 248-255.	
	- Know the events included and the purposes of each event.	. The types of events including: running events-sprints, distance running, and relays; jumping events-hurdles, long jump, pole vault, triple jump and high jump and throwing events-discus, javelin, and shot put.		
	- Know the equipment used. - Know the skills involved. - Know championship performers. - Know track records. - Know field records. - Know the background of track and field and its current status.	. The types of skills: sprinting, distance running, relay racing, hurdle racing, running long jump, running high jump, pole vault, shot put, discus throw, and javelin throw. . Past and present records. . Historical origins in survival games formulated by Greeks - the Olympic Games.	TRACK AND FIELD (SPECTATOR)	

THE DEVELOPMENT OF RHYTHMIC SKILLS

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

P.L. 88—164, Title III
J.V. 69—68

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

INTRODUCTION

The human race has danced for pleasure and worship from time immemorial. Dance holds within it all the satisfactions of both play and art. Its opportunities for group as well as individual expression are manifold. For the pupil, dancing is doing, being, acting; and is fun. The aim of the rhythmic program for the pupil is to develop body control, expressiveness, and creativity. Movement affected by a time structure is learned best through dance activities

PURPOSE OF A RHYTHMIC PROGRAM

A pupil can:

1. Keep time - move in rhythm.
2. Express himself creatively and efficiently.
3. Develop physical fitness.
4. Differentiate between the elements of accompaniment, rhythm, tempo, pitch, dynamics, and form.
5. Learn activities for use in recreation.

THE SCOPE - CONTENT OF A RHYTHM PROGRAM

The rhythm program has many parts, fundamental rhythms, creative rhythms, singing games, folk and square dances, and rhythmic gymnastics (the handling of objects in a rhythmic way).

SUGGESTIONS FOR TEACHING RHYTHMS

When teaching fundamental rhythms, it is important to realize that each pupil has his own inborn rhythmic pace. The teacher should wait until he is ready to learn about external rhythm and not impose it upon him. Allow the pupil to begin moving and then add an accompaniment which fits him.

After the first exploration period, an accompaniment is to be added:

1. Have pupils listen to the music. Point out what they are listening for: rhythm, tempo. pitch, dynamics, and form. Good listening techniques are developed only with practice. Remember that hearing is not necessarily listening.

2. Have pupils clap to the rhythm - adding other simple movements helps them get the feel of the "beat".

3. Discuss the qualities of the movement; allow pupil to move in a preferred way.

4. Encourage free, informal movement and with increasing variety and combinations. Discussion must take place about the ideas, music, activities, and feelings upon which the pupils will base their movement. The ability to abstract grows with age. The interests of young children centers on their immediate surroundings and experiences. They enjoy being "like something" or moving "like something."

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

5. Evaluate the movement experience often.
   "What are we doing that is good?"
   "How can we improve?"
   Have pupils demonstrate a novel and interesting movement variation.

As the pupils mature from early childhood, they become interested in working in a group and are concerned about the when, where, and how of things. They are increasingly able to express emotions through movement.

METHODS FOR TEACHING THE BASIC DANCE STEPS

1. Play the music.
2. Have pupil clap to the rhythm.
3. Demonstrate the step in place.
4. Have pupil step in place with the music.
5. Demonstrate the step moving forward.
6. Use cue words.
7. Have pupils perform the step.
8. Help individual pupils.
9. Vary the direction.
10. Combine with other steps.
11. Have pupil do the step with a partner.

METHODS FOR TEACHING DANCE

1. Ask pupils to listen to the music for phrasing, quality, and timing.
2. Have pupils clap to the rhythm.
3. Demonstrate the entire dance, if possible.
4. Demonstrate the first part to be learned without music.
5. Let pupils perform the first part, without music and then with music.
6. Present the second part without music.
7. Combine part one and two with music.
8. Review any parts that seem difficult.
9. Add the other parts and combine with those already learned until the dance is complete.
10. Use cue words. Remember, too much analysis sometimes increases difficulty in learning.
11. Use groups of pupils to demonstrate.
12. Use less skilled to demonstrate sometimes.
13. Improve the level of the dance by adding style and the correct quality.
14. Change partners often.

The development of rhythmic skills is of importance, but the greater importance than the development of finished products is the development of each pupil.

The emphasis should be on the process, not necessarily the product.

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ASSESSMENT FOR SECTION THREE

THE DEVELOPMENT OF RHYTHMIC SKILLS

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the Instructional Sequences.
2. Instruct. Teach the appropriate sequences.
3. Post-Test. Measure the improvement of the pupil.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estaimates the abilities of the pupil, and then uses the assessment device to determine the pupil's needs and abilities in performing the necessary skills. He then adjusts the instruction to an appropriate level, increasing and decreasing the difficulty, depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for the individualization of instruction.

The assessment device can be very effective as a motivational tool for pupils toward self-improvement. If the pupil is involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities, and the necessary areas of instruction. It is not intended as a test to measure the pupils against each other or to evaluate them in relation to a standardized norm. Therefore, the marking system to be used should be individual and flexiable.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple "yes" or "no" may be appropriate, in others, a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

		DATES				COMMENTS
GOAL I.	Moves Effectively And Creatively, And Develops A Sense Of Rhythm.					
1.	Claps or beats time to various rhythms - (even-unaccented, even-accented, uneven-unaccented, uneven-accented).					
2.	Claps or beats time to various tempos - (fast, slow).					
3.	Claps or beats time to differing dynamics - (loud or soft).					
4.	Differentiates between high and low pitch.					
5.	Changes his movements as musical phrases change.					
6.	Keeps time to even rhythm and moves in various ways.					
7.	Keeps time to uneven rhythm and moves in various ways.					
8.	Keeps time in place and moves arms, legs, and body.					

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

		DATES				COMMENTS
9.	Combines moving in place with locomotor movements and keeps time.					
10.	Imitates or pantomimes a variety of things and puts it to music.					

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

		DATES					COMMENTS
GOAL II.	Performs Basic Steps And Dances.						
1.	Performs step-hop to music.						
2.	Performs step-swing to music.						
3.	Performs two-step to music.						
4.	Performs the schottishe to music.						
5.	Performs the polka to music.						
6.	Performs the waltz to music.						
7.	Performs the mazurka to music.						
8.	Performs a simple folk dance.						
GOAL III.	Handles Objects In A Rhythmic Pattern.						
1.	Performs a rhythmic routine to music using ball, hoops, ropes, etc.						

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal I. Provide each pupil with a variety of basic movement activities to rhythmical accompaniment so that the pupil can move effectively and creatively to develop a sense of rhythm in conjunction with these movements.

Objective 1. The pupil can move to the elements of music, rhythm, (even-uneven), tempo, (fast-slow), pitch, (high-low), dynamics, (soft-loud), Form, (phrasing), keeping time to accompaniment.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to listen and move to accompaniment which has an even-unaccented rhythm, the pupil can: - Clap or beat time. - Step in place in rhythm. - Follow the leader keeping time.	- Let pupil clap with one finger on each hand, the fingers of each hand, and finally with his whole hand. - Ask pupil to beat drum or use self-made instruments to accompany movement. - Adapt the movement to the handicapping condition of the pupil. - Draw lines on a chalkboard, pupil claps to rhythm.	Books. 105: Mursell: pp. 2,8, 12. 117: Shurr: p.281. Equipment. Chalk. Chalkboard. Rhythm Instruments.	
2	Given an opportunity to listen and move to music which has differences in pitch (high,low), the pupil can: - Stand tall on a high pitch. - Move hand high and low, on different pitches. - Stoop on a low note.	- Show pupils pictures - large and small objects which might move with high and low movements (horses on a merrry-go-round, oil well pump, etc.). - Teach songs and games, i.e. "Ring Around the Rosy" and "The Merry-Go-Round." - Draw blank notation on chalkboard. High ______ Low ______	Equipment. Pictures.	A

		- Ask pupil to move hands in the direction of music and play high and low notes on songbells.		
2	Given an opportunity to listen and move to music which has a difference in dynamics (louder, softer), the pupil can: - Clap loudly, and softly. - Step in place using softer steps and louder steps.	- Show pupils pictures of large and small animals which might move with big and little steps (elephants, bears, hippopotumi, raccoons, mice, sheep). Let children move as animals might move.	Equipment. Animal pictures.	
3	Given an opportunity to listen and move to music with a change in tempo (fast, slow), the pupil can: - Clap fast, and slow. - Step in place fast, and slow. - Clap increasing, and decreasing speed. - Step increasing, and decreasing speed.	- Ask pupil to move in various directions going slowly (faster, etc.) - Encourage movement in all directions without touching. - Draw blank notation on chalkboard fast, slow ; slow , fast. Let pupil clap and move to notation. - Let pupil play songbells or autoharp to illustrate tempo.	Equipment. Autoharp. Chalk. Chalkboard. Eraser. Songbells.	
3	Given an opportunity to listen and move to music which has an even-accented rhythm, the pupil can: - Clap louder on the accent. - Step in place and stamp lightly on the accent.	- Draw blank notation on blackboard. Pupil claps to the rhythm. — — — ▬, ▬ — — —, — ▬ — —, — — ▬ —. - Have pupil play rhythm on resonator bells, drum.	Books. 105: Mursell: p.92. Equipment. Chalk. Chalkboard. Drums. Eraser. Resonator bells.	

SECTION THREE - GOAL I. OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given an opportunity to listen and move to music that has an uneven, unaccented rhythm, the pupil can: - Clap or beat time. - Step in place in rhythm. - Walk, following the leader. - Walk, in varying directions.	- Draw blank notation on blackboard. Pupil claps to the rhythm. Short Short Long , Short Short Long .		
5	Given an opportunity to listen and move to music that has an uneven, accented rhythm, the pupil can: - Clap louder on the accent. - Step in place in rhythm, stamping lightly on the accent. - Follow the leader. - Move in varying directions.	- Encourage the pupil to move in different directions without touching and use all of the available space. - Draw blank notation to represent notes and phrases on the chalkboard and pupil claps the rhythm.		
6	Given an opportunity to listen and move to music which has easily discernable phrases, the pupil can: - Step in place and change arm movements to phrase changes. - Walk and change directions to phrase change. - Walk 1 phrase forward and the next phrase backward, etc. - Walk to phrase, 4 fast steps and 2 slow steps to next, etc. - Walk a phrase and turn around in the next. - Walk a phrase and clap the next.	- Let pupil identify phrases which are the same by the letter "A" and phrases which are different by "B", "C", etc. - Let pupil move one direction for phrase "A", another direction for phrase "B", etc. - Draw blank notations on blackboard, have pupil identify phrases by clapping on the phrase and keeping quiet on the next phrase. Clap Clap Clap Clap; Wait Wait Wait Wait, etc. - Let pupil play phrases on songbells or other musical instruments. - Give letter names to blank notation. Let pupil play notes on songbells. c c c c c d	Books. 54: Gary: p.89 105: Mursell: p. 397. Equipment Musical Instruments. Songbells.	A L

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal I. Provide each pupil with a variety of basic movement activities to music so that the pupil can move effectively and creatively to develop a sense of rhythm in conjunction with these movements.

Objective 2. The pupil can move from place to place keeping time to accompaniment.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
3	Given an opportunity to explore movement to music, the pupil can: - Move his body rhythmically according to his own individual developmental level. - Invent his own original movements.	- Encourage pupil to move and fit the beat or rhythm to his rhythm. - Use words such as "How does the music tell you to move?"		A
4	Given an opportunity to explore movement to music with other pupils in a group, the pupil will: - Move in various directions. - Move in various levels. - Move in various speeds. - Move using various times.	- Encourage pupil to use the complete space and to move without touching the other pupils. - Use words such as "Show us how you can..." "Who can..." "Let's see..." "How can you..." "What can you..." "Who can try..." - Use songs, i.e.: "Tippy, Tippy, Tiptoe."	Books. 90: L.A. City: pp. 6, 7. 105: Mursell: pp. 101-106. ELEMENTS OF MUSIC LOCOMOTOR MOVEMENT	A

SECTION THREE - GOAL I. OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given an opportunity to walk, run, jump, hop, or leap to accompaniment with any even rhythm, the pupil car keep time while: - Walking in place. - Walking forward and sideward. - Jumping once and more than once. - Jumping forward, backward and sideways. - Jumping fast and slow.	- Encourage pupil to listen then clap while teacher is counting time. - Use percussive instruments such as drums and tambourines and then music.	Equipment. Percussive Instruments. Records. 135: Basic Rhythmic Activities.	A L
6	- Walking with fast, slow, short, long, high, low, heavy, and light steps. - Walking sideward, backward, and using different floor patterns. - Walking changing direction sideward left and sideward right. - Hopping once and more than once. - Hopping forward. - Hopping on either foot. - Running in place. - Running and stopping. - Hopping high and low. - Jumping heavy and soft. - Jumping sideward and backward.	- Work with total group so that all may participate. - Use a song such as, "Rig-A-Jig-Jig."	Records. 178: Rhythm Is Fun.	L

7	- Hopping and turning. - Hopping sideward and backward. - Hopping varying distances. - Hopping and holding free leg in different positions. - Jumping with a partner. - Walking and running, increasing and decreasing speed. - Jumping landing with feet crossed and uncrossed. - Jumping alternating feet forward and back. - Running in different directions and floor patterns. - Running with long, short, heavy, and light steps. - Hopping to a definite rhythmic pattern. - Leaping once and several times. - Leaping changing lead foot. - Leaping high, low, fast and slow.	- Praise continuously for efforts made. - Ask pupil to hop twice on left and once on right, twice on right and once on left, etc. - Ask pupil to hop back and forth on each side of a real or imaginary line.	Books. 39: Dauer: pp. 95-98. 46: Fait: pp. 237-239. Records. 134: Basic Motor and Ball Skills. 159: Indian Album.	L

SECTION THREE - GOAL I. OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
8	Given an opportunity to skip, gallop, slide to music with an uneven rhythm, the pupil can keep time while: - Skipping forward and backward. - Skipping to a floor pattern, (circle, square). - Skipping lightly and heavily. - Galloping forward. - Galloping to a floor pattern. - Galloping high, low, fast and slow. - Sliding fast and slow with long and short steps. - Sliding forward, sideward, and backward. - Sliding to a floor pattern. - Sliding high and low. - Skipping, galloping and sliding with a partner (three, four, etc.)	- Encourage movements to be performed in all directions. - Encourage total group participation and have pupils use the entire area and move without touching. - Use walk step first then incorporate other movements to the game and song activities. - Use game and songs i.e.: "Looby Lou" and "Round and Round the Village."	Books. 106: Nagel: pp. 92-156. Equipment. Rhythm Instruments. Records. 140: Childhood Rhythms. 158: I Should Like To Go To Shetland.	A L

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal I. Provide each pupil with a variety of basic movement activities to music so the pupil can move effectively and creatively to develop a sense of rhythm in conjunction with these movements.

Objective 3. The pupil can move in place keeping time to the accompaniment.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
3	Given an opportunity to move in place to music, the pupil can rhythmically: - Twist and turn. - Bend and stretch. - Rise and fall. - Swing and sway.	- Encourage pupil to move in place and face in one direction before changing directions, levels, and speeds. - Ask pupils to see how many ways they can move their arms (legs, trunk, head, hands, chest, hips, etc.), while keeping time to the music. - Point out the fact that arms and legs can be raised and lowered together and/or one at a time; that movement may be straight or curved; to the side of the body or in front or back; that the repetition may be one or many. - Be aware of the qualities of movement-percussive, pendular (swinging), sustained, vibratory, and collapsed.	Books. 106: Nagel: pp. 140-147. Equipment. Drums. Songbells. Resonator Bells. Records. 180: Rhythm Time. 190: Shoemaker's Dance. LOCOMOTOR MOVEMENTS AXIAL MOVEMENTS	

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal I. Provide each pupil with a variety of basic movement activities to music so that the pupil can move effectively and creatively to develop a sense of rhythm in conjunction with these movements.

Objective 4. The pupil can combine movements rhythmically, moving from place to place and moving in place.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
9	Given an opportunity to explore moving to music, the pupil can keep time while: - Walking, hopping, jumping, etc., and moving his head, arms, legs, elbows, knees, etc., in as many ways as possible. - Walking, hopping, jumping, running, skipping, galloping, sliding, leaping, and, at the same time, moving his body in as many ways as possible (such as bending, twisting, swinging, and turning).	- Use sentences such as "Can you think of other ways to move to the music?" "What does the music tell you to do?" - Be aware of swinging, swaying, twisting, turning, rising, lowering, bending, stretching, in combination with locomotor movements. - Encourage use of various levels, speeds, and directions of movements. . "Can you hop and slide?" . "Can you run and jump and turn?" . "Can you and a partner skip and leap together?"	Records. 163: Learning Basic Skills to Music.	A

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal I. Provide each pupil with a variety of basic movement activities to music so that the pupil can move effectively and creatively to develop a sense of rhythm in conjunction with these movements.

Objective 5. The pupil can creatively express himself through movement.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials
3	Given an opportunity to imitate and dramatize the movement of animals, the pupils can: - Crawl like a seal, caterpillar, worm, bug. - Walk like an elephant, lion, giraffe, dog, bear, turtle. - Hop like a rabbit, kangaroo. - Run like a pony, ostrich, etc. - Jump like a frog.	- Discuss the characteristics of the various animals prior to the rhythms lesson. . "How does it look?" . "How does it move?" . "What does it do?" . "What size is it?" . "Would it move with big steps or little steps?" . "How would you move to be as much like the animal as possible?" - Accompany the movements of pupils with percussive instruments. - Read stories about animals. - Discuss pictures of animals.	Books. 23: Clark: pp.21-33. 39: Dauer: pp. 100-101. 104: Murray: pp. 33-49. Equipment. Percussion Instruments. Records. 131: Activity Play Songs. 140: Childhood Rhythms. Series 5
4	Given an opportunity to dramatize story book and make-believe characters, the pupil can: - Imitate a giant, witch, gnome, dragon, brownie, elf, etc. - Imitate Jack Frost, Peter Rabbit, Humpty Dumpty, Simple Simon,	- Use characters which are a part of their reading activities, i.e.: "Ask Mr. Bear" by M. Flack. "Jack and The Bean Stalk." "Winnie The Pooh" by A. A. Milne. - Incorporate various types of stunt and tumbling activities to imitate the characters.	Books. 39: Dauer: 104: Murray: pp. 33-49 120: Stein: pp. 4-8. AXIAL/LOCOMOTOR CREATIVE EXPRESSION

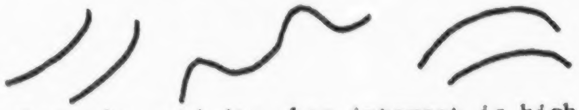
SECTION THREE - GOAL I. OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. "Egg Sit" and "Egg Roll" for Humpty Dumpty. . "Bear Walk". . "Crab Walk".		
5	Given an opportunity to explore and pantomine the movements of various objects of play, the pupil can: - Roll like a ball. - Swing like a swing. - Spin like a top. - Rock like a rocking horse. - Walk like a rag doll, a mechanical man. - Move like various wind-up toys.	- Incorporate various stunts and tumbling activities to be performed on soft surface such as: . Bouncing Ball. . Wring the Dishrag. . Human Ball. . 1/4 and 1/2 top spin.	Books. 120: Stein: pp. 7-14. Records. 152: Fun with Music. 170: My Playful Scarf.	
6	Given an opportunity to experiment with various activities and occupations of people, the pupil can: - Dramatize the movements of soldiers, firemen, astronauts on the moon, Indians, carpenters, lumberjacks, clowns, jugglers, tightrope walkers, hunters, pilots, etc.	- Look at pictures of people performing various types of activities. - Discuss types of activities and jobs people do; what they wear, what and how they work, the tools they use. - Have pupils imitate and dramatize the activities.	Records. 138: Building A City. 144: Dance A Story About The Brave Hunter. 192: Singing Games.	

7	Given an opportunity to study and explore the function and movement of machines, the pupil can: - Imitate a train, plane, helicopter, boat, steam shovel, jack hammer, windmill, oil pump, rocket space ship, etc.	- Encourage pupil to imitate the movement and imitate the sound the machine makes. - Let a few pupils imitate the sounds by use of voice and/or rhythm instruments.	Records. 182: The Rhythms Hour. 16mm Films. 226: Movement Exploration-What Am I?	
8	Given an opportunity to participate in an event (field trip, party, holiday, excursion, etc.), the pupil can dramatize: - Going to the zoo. - Attending a party (Halloween, Christmas, birthday, etc.). - Going to the circus. - Visiting a toy store. - Going to a ball game.	- Have pupils listen to the story or the music first. - Have a few begin the dramatization until the total group is participating. - Use of streamers, scarves, etc., add to the learning.	Books. 104: Murray: pp. 33-49. Equipment. Scarves. Streamers. Records. 181: Rhythmic Activities.	
9	Given an opportunity to study and explore various procedures, the pupil can dramatize: - Building a house. - Making a cake. - Flying a kite. - Making a dress. - Cleaning the house, the yard. - Chopping down a tree. - Making a snowman. - Catching a fish.	- Discuss various types of daily activities. - Let pupil choose his favorite thing to do. - Encourage all to participate at one time.	Books. 100: Murray: pp. 33-49. 101: Dauer: p.101. Records. 127: Adventures in Rhythms. 135: Children's Creative Play Songs.	

SECTION THREE - GOAL I. OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
10	Given an opportunity to become aware of the elements of nature and differences in seasons, the pupil can interpret: - Wind, rain, snow, thunder, lightning, sunshine. - Clouds, ocean waves, rivers, streams. - Flowers, trees, leaves.	- Encourage use of total body and space. - Use instruments such as drums and tambourines; pom poms, and streamers of various colors.	Books. 100: Murray: pp. 33-49. Equipment. Pom Poms. Rhythmic Instruments. Streamers. Records. 147: Garden Varieties.	
11	Given an opportunity to move to moods and feelings, the pupil can express in movement: - Happiness, gaiety, bravado, cheerfulness, silliness, humor, boldness, joy, surprise, etc. - Sadness, fear, anger, solemnity, grief, disgust, yearning, sleepiness, and cautiousness.	- Keep the moods and feelings to be expressed within the experiences of the pupil. - Encourage and emphasize the use of movement to convey the emotions rather than sounds. - Let pupils see if they can guess how the participants are feeling by the movement they are making.	Books. 57: L.A. City: p. 193. 100: Murray: pp. 33-49. Records. 175: Rhythmic Activities.	

11	Given an opportunity to move after stimulation of the visual sense, the pupil can react to: - Color-yellow, brown, blue, red, orange, green, etc. - Design (lines, shapes). - Drawings. - Paintings. - Sculpture. - Light.	- Incorporate various visual aids into the lesson, such as pom poms, streamers, pictures, etc., and organize according to purpose--color (warm and cool) line (straight and curved), etc. - Discuss types of materials and have pupils move as the materials and objects make them feel. - Use 1 or 2 colors of tempera paint and large sheets of paper. Paint lines the way the children are to move:  - Stop the activity when interest is high.	Equipment. Paint Brushes. Paper. Pictures. Pom Poms. Streamers. Tempera.	V
11	Given an opportunity to move after stimulation of the auditory sense, the pupil can react to: - Words, poems, high pitched voice, low pitched voice, loud, soft sounds. - Percussive instruments drums, sticks, claves, coconut shells, shakers, maracas, bells, etc. - Songs. - Melodic music - gay, lively, moving, grotesque, weird, strong, sad, slow, grave, swinging, delicate, flowing.	- Encourage the pupils to use a sound to illustrate a movement - "Boom" for a heavy walk - "da-da-da-da" for a run. "Slush" for a slide, etc. - Ask the pupils questions: "What does the music (sound) make you think of?" "What does the (sound) music, make you feel?" "What does the (sound) music, tell you to do?" "How can you move to this (sound) music?" - Encourage the pupils to describe music in their own words - "Bangy", "Tinkly", "Scary", "Draggy", etc. - Use songs i.e.: "Little Red Caboose", "The Gallant Ship", "Jigglity-Jogglity", "The Wind Blew East".	Books. 85: Latchaw: pp. 141, 143-148. 100: Murray: pp. 93-95.	A

SECTION THREE - GOAL I. OBJECTIVE 5

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
11	Given an opportunity to move after stimulation of the sense of taste, the pupil can react to: - Something salty. - Something sour. - Something tasting cold. - Something tasting tart. - Something sweet.	- Use actual examples when possible -- such as salt, lemon juice, green fruit, sugar, candy. - Use songs such as, "Boil the Cabbage Down", "Mix a Pan Cake".	Books. 58: L.A. City: p. 193. 89: Latchaw: pp. 110, 113. Equipment. Food to taste.	
11	Given an opportunity to move after stimulation of the sense of smell, the pupil can react to: - Barbecue smoke. - Popcorn. - Rain upon the earth. - Pine boughs.	- Use examples that are within their experiences. - Use songs such as, "Polly Put the Kettle On."		
11	Given an opportunity to move after stimulation to the sense of touch, the pupil can react to: - Soft - hard. - Smooth - rough. - Silky. - Sharp - dull. - Slick.	- Use examples such as wood, pine cones, silk materials, cotton, carpeting, straw mats, plastic, crepe paper, etc. - Use songs such as, "The Egg", "Sawing Firewood."	Equipment. Fabric. Pine Cones. Wood.	

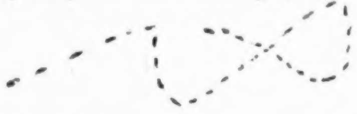
12	Given problems in dance which incorporate the factors that make up a dance; space, style, level, focus, dimension, dynamics, the pupils can compose a dance: - Which has an idea or theme. - Which expresses the idea well. - With a beginning, middle, and end. - Of an appropriate length. - With smooth transitions. - Which shows new movements. - Which has movements that utilize the whole body.		CREATIVE EXPRESSION	

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal II. Provide each pupil with an opportunity to learn the basic steps and to combine them into definite forms known as dance.

Objective 1. The pupil can perform the walking step, step-hop, step-swing, two-step, schottische, polka, waltz, mazurka, and use them in simple dances.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to practice the walking step to music, the pupil can: - Walk in place. - Walk moving forward. - Walk changing directions. - Walk changing speeds. - Walk changing floor patterns. - Walk changing arm positions. - Walk in simple dances (singing games, folk, round, square).	- Practice the walking step first. - Encourage pupil to listen carefully to the music. - Perform the step to the music. - Verbalize the step - "walk, walk, walk, walk," as the child moves. - Emphasize the facts: . Start when the music starts and stop when the music stops. . Stay in his own space. . Maintain a general direction pattern.	Books. 117: Schurr: p. 277. Records. 142: Circassian Circle. 154: Glow Worm. 155: Greensleeves.	
2	Given an opportunity to learn and practice the step-hop, the pupil can: - Step-hop in place. - Step-hop moving forward. - Step-hop changing directions. - Step-hop increasing speed. - Step-hop using various floor patterns. - Step-hop raising free leg forward, knee bent, straight.	- Instruct the pupil to: . Listen to the music (2/4 or 4/4 time). . Clap to the regular beat. . Clap accenting the first of every two beats. . Hop 4 times on L, hop 4 times on R. Repeat. . Hop 2 times on L, hop 2 times on R. Repeat. - Verbalize the movement pattern, "step-hop, step-hop, step-hop, step-hop."	Books. 60: Hackett: p. 31. Records. 136: Norwegian Mt. Dance. 137: Bleking. 188: Seven Jumps.	L

	- Step-hop raising free leg to the rear, knee bent, straight. - Step-hop raising free leg to the side with knee straight. - Step-hop swinging the free leg diagonally across the front of the body. - Step-hop holding arms out, swinging arms, clapping hands, etc. - Step-hop in combination with other locomotor steps (walk, L,R.L,R, step L, step R, hop R, run, etc.)	- Draw a line design and instruct pupils to step-hop to the design,  or step-hop the design of their name. Mary		
3	Given an opportunity to learn and practice the step-swing, the pupil can: - Step-swing in place. - Step-Swing moving forward. - Step-swing using various directions and floor patterns. - Step-swing in combination with walks, runs, stamps, etc. - Step-swing with partners. - Step-swing in simple dances.	- Instruct the pupil to: . Listen to the music (2/4, 3/4 or 4/4/ time). . Clap to the regular beat. . Clap accenting the first of every two beats in 2/4 and 4/4; and count one of every three beats in 3/4 - omit count two and clap on count three. . Step sideward to the R on the R foot. Swing the left leg across and in front of the right and at the same time raise and lower the right heel. . Verbalize the step. "Step, heel - step, heel" or 4/4 or 2/4 time. "Step, swing, heel" for 3/4 time. - Variations: (Called Balances). . Step forward and raise leg to the rear, step backward and raise leg forward.	Records. 157: Hora. 187: Seljancica. BASIC STEPS	L

SECTION THREE - GOAL II. OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given an opportunity to learn and practice the two-step, the pupil can: - Two-step in place. - Two-step forward, sideward, backward. - Two-step in various floor patterns. - Two-step with a variety of arm positions. - Two-step in combination with other steps. - Two-step in simple dances.	- Instruct the pupil to: . Listen to the music (2/4 or 4/4 time). . Clap the rhythm pattern of 2/4 - "one and two (and)" hold the "and" after the count of two. . Clap the rhythm pattern of 4/4 - one, two, three, four, hold count four. . Gallop 8 times leading with L. . Gallop 8 times leading with R. . Gallop 4 times leading with L. . Gallop 4 times leading with R. . Gallop 2 times leading with L. . Gallop 2 times leading with R. . Left, together, left and - Right, together, right, and Use the same sequences above (gallop) with slides and you have a two-step to the side.	Records. 171: Oklahoma Mixer. 143: Cotton-Eyed Joe.	L
5	Given an opportunity to learn and practice the schottische, the pupil can: - Schottische in place. - Schottische forward. - Schottische diagonally sideward. - Schottische backward. - Schottische forward but raise free leg (on the hop) to the rear. - Schottische backward and raise the free leg forward. - Schottische varying the speed.	- Instruct the pupil to: . Listen to the 4/4 schottische music. . Clap the even 4/4 meter. . Clap loud on count one and snap fingers on count 4 (where hop comes). . Run to 4/4 music (one run for every beat). . Run three beats and hop on count four. . Use word cues, "Step-together-step-hop." "Run, run, run, hop."	Records. 145: Danish Schottische. 187: Seljancica.	L

	- Schottische varying the arm position. - Schottische in combination with other steps (4 steps-hops - 2 schottisches). - Schottische with a partner. - Schottische in simple dances.			
6	Given an opportunity to learn and practice the polka, the pupil can: - Polka in place. - Polka forward. - Polka forward - raising the free leg (on the hop) to the rear.	- Instruct the pupil to: . Listen to the polka music. . Clap to the music. . Use a snap of the fingers on the hop beat. . Perform the two-step with a hop preceding each two-step. . Execute sliding steps to the right - 8 facing in and 8 facing out - 4 in, 4 out - 2 facing in, 2 facing out. - Use word cues: . "Hop two-step right, hop two-step left." . "Hop, step, step, step." . "Hop, run, run, run." . "Hop, step, close step."	Records. 139: Butterfly. 143: Cotton-Eyed Joe. 164: Kalvelis.	L
7	Given an opportunity to learn and practice the waltz, the pupil can: - Waltz in place. - Waltz backward, forward. - Waltz in box formation. - Waltz in a running waltz. - Waltz in various floor patterns - in and out, turn. - Waltz with a partner. - Waltz in simple dances.	- Instruct the pupil to: . Listen to a drum beat "one, two, three" (accent count one). . Take one step sidewarys on count one of each measure. Hold on counts two and three (the feet will alternate). . Listen to music and repeat above. . Step forward taking a long step on "one", a medium one on "two", and a tiny step on "three".	Records. 194: Spinning Waltz. 119: Waltz of the Bells.	

SECTION THREE - GOAL II. OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Move forward taking a long first step L foot, a short step sideward with R foot and bring L foot close up to R. "Forward, side, together." . Repeat above moving back - "Backward, side, together."		
8	Given an opportunity to learn and practice the mazurka, the pupil can: - Mazurka in place. - Mazurka moving forward. - Mazurka moving forward, hop-swinging the free leg. - Mazurka with a partner. - Mazurka in simple dances.	- Instruct the pupil to: . Listen to the music (3/4 time). . Clap to the beat "One, two, three." . Clap accenting counts one and two. . Stand in place, step L, R, and hold L. . Accent counts one and two with a heavier step. . Stand in place step L, R, and hop on R. . Move forward step L, step R, hop on R - Step L, Step R, hop on R. . Lead L, R, hop-swinging the free leg down for the next lead step.	Records. 176: Put Your Little Foot.	L

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal II. Provide each pupil with an opportunity to learn the basic steps and to combine them into definite forms known as dance.

Objective 2. The pupil can use the basic folk dance steps in a planned pattern and sequence.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
9	Given an opportunity to use and enjoy the basic skills of folk dance, the pupil can: - Perform many folk dances from many countries.	- Use various types of dances from many geographical areas. - Begin the class with a familiar dance, then introduce the new dance. - Give the pupils a chance, occasionally, to select a favorite dance. - Use teaching guides and instructional bulletins.	Books. 39: Dauer: pp. 206-236. 48: L.A.City: pp. 1-153. 49: L.A.City: pp. 1-142. 58: L.A.City: pp. 157-181. 108: Physical Education Framework Committee: pp. 30-31. 122: L.A.City: p. 44. Records. 168: Modern Rhythm Band Tunes. BASIC STEPS FOLK DANCES	L

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal II. Provide each pupil with an opportunity to learn the basic steps and to combine them into definite forms known as dance.

Objective 3. The pupil can use the basic Square Dance formations and patterns in dances.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to learn and practice square dance, the pupil can:	- Emphasize importance of the call, to follow directions and to be ready to move at the proper time.	Books. 39: Dauer: p. 225	L
	- Perform the basic square dance "walking-step". - Balance.	- Have pupils return to home positions when confused.	Records. 195: Square Dances.	
	- Swing - buzz step. - Execute the grand right and left.	- Use the "shuffle step" or "walking-step". Do not allow pupils to skip.		
	- Allemande left. - Right and left through. - Promenade. - Ladies choice. - Elbow swing. - Sashay. - Do-sa-do. - Do-si-do. - Honor his partner, corner.	- Adapt for wheelchair pupils.	160: It's Fun to Square Dance.	

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal III. Provide each pupil with an opportunity to develop skill in handling a variety of objects in a rhythmic pattern.

Objective 1. The pupil can perform ball handling skills, such as swinging, rolling, tossing, and bouncing a ball in a rhythmic pattern.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to practice swinging movements while handling a ball, the pupil can: - Perform a wrist grasp. . Hold the ball in one hand between the palm and forearm, bending the wrist at right angles. - Perform a forward swing. . Hold ball at side. . Swing arms forward to shoulder height. . Change ball to other hand and swing arms back. . Repeat. - Perform a swing across the body. . Hold arms at shoulder height out to the side. . Swing ball diagonally across the body. . Change hands and repeat for other side.	- Use 6" utility ball. - Play waltz rhythm (or 6/8 time). - Emphasize good posture. - Encourage creative movements. Use questions such as: "Who can think of another way to swing the ball?" "Can we move our feet as we swing the ball?" - Encourage variations. . Forward stride - shift weight forward and back. . Walk forward. . Turn around. . Slide to the side. . Bending, turning, twisting trunk. . Hold ball in both hands.	Books. 44: Drury: pp.34-36. FOLK DANCES BALL HANDLING	

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Circle forward, backward, horizontally. . Swing the ball forward, upward, backward, and foreward again. . Change hands. . Reverse directions. - Circle around the body. . Swing ball in front of body, change hands, carry ball in back of body, change hands. . Reverse directions.	- Encourage pupils to execute: . A waltz turn. . A spiral swing.		
2	Given an opportunity to practice rolling a ball, the pupil can: - Perform a floor roll. . Stand with feet apart, knees, bent. . Shift weight to right and roll ball from right to left letting it roll into left hand as weight is shifted left. . Reverse directions. - Roll ball around body while sitting on floor. . Straight legs, roll ball lengthwise around legs by bending trunk and changing hands. . V seat - roll ball under legs.	- Encourage creativity. - Instruct pupil to keep movements graceful, smooth, and rhythmic.	Books. 44: Drury: pp. 36-37. Equipment. Balls.	V

	- Roll ball on legs. . Lift the legs tilting the trunk backward. . Place the ball on the feet and let it roll down to the chest. - Roll ball on floor while: . Turning. . Turning and sliding. . Turning and jumping. - Roll ball on arms, shoulders, and in hands.			
3	Given an opportunity to practice tossing a ball, the pupil can: - Perform a one-hand toss. . Toss the ball up with R hand and catch with two hands. . Change hands. . Stand in forward stride - toss ball with R hand and L leg forward. Reverse. - Perform a two-hand toss. . Rise on toes as the ball is tossed. . Start with the ball low and return to same position. - Perform an overhead toss. . Toss the ball from one hand to the other over the head. - Perform a front swing toss. - Perform a run, leap toss. - Toss to a partner.	- Encourage variations. . Crossed feet. . Moving forward. . Turning. . Jumping. . Catch with hands crossed, etc.	Books. 44: Drury: pp. 39-40. Equipment. Balls. BALL HANDLING	V

SECTION THREE - GOAL III - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given an opportunity to practice bouncing the ball, the pupil can: - Bounce with an arm swing. . Bounce a ball and swing arms horizontally to sides and swing back in time to catch the ball. . Bounce a ball with a knee bent. . Bounce a ball under the legs. . Bounce a ball across the body. . Bounce a ball and turn. . Bounce a ball moving forward, sideward, backward. . Bounce a ball with a scissor kick. . Bounce a ball with a partner. . Bounce a ball with a variety of steps. . Grapevine. . Schottische. . Slides.	- Encourage pupil to keep his eyes on the ball.	Equipment. Balls. Records. 134: Basic Motor and Ball Skills. 185: Rope Jumping and Ball Handling.	
5	Given an opportunity to combine ball activities, swing, rolling, tossing, bouncing, the pupil can: - Work out a rhythmic "routine" to music.		Equipment. Balls. Records. 172: O'Leary.	U

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal III. Provide each pupil with an opportunity to develop skill in handling a variety of objects in a rhythmic manner.

Objective 2. The pupil can perform rope activities, such as jumping and swinging in a rhythmic pattern.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to practice swinging a rope, the pupil can: - Circle with extended arms. . Fold rope 4 times. . Hold end of folded rope in right hand. . Extend arm and make a circle forward (upward and backward). . Change rope to other hand when rope is in front of body and repeat. - Kneel and swing rope over head. . Fold rope 4 times. . Hold end of folded rope in right hand. . Swing rope backward over head and as the rope swings overhead, lean back and sit on heels as it swings forward. Return to kneeling position. - Sit and swing rope. . Fold rope 4 times. . Hold end of folded rope in one hand. . Sit on one hip with knees bent and circle rope in front of body.	- Use music with 3/4 or 6/8 time.	Equipment. Jump Ropes. BALL HANDLING ROPES	

SECTION THREE - GOAL III. OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	On third circle, rise to knees and take rope in both hands. Shift to opposite hip and swing rope with opposite hand. - Stand and circle trunk. . Fold rope 4 times. . Hold end of folded rope in right hand. . Stand in wide stride. . Swing rope front, side, back, and **bend trunk in the same** direction.			
	- Stand and circle side. . Fold rope in half. . Hold both ends of the rope in both hands. . Circle forward (backward) - figure 8. . Vary by holding rope ends in one hand.	- Ask pupils for variations. - Encourage them to move . different directions. . different steps. . different body positions. . turning, etc.		
	- Stand and circle overhead. . Fold rope in half. . Hold both ends of the rope in both hands. . Swing the rope horizontally overhead.	- Instruct pupils to keep enough space between them and the next pupil so that they can move freely without touching another.		
	- Swing and jump. . Fold rope in half. . Hold both ends of the rope in one hand. . Swing rope low and jump as it approaches the left foot.			

	- Swing a rope horizontally. . Stand in wide stride. . Fold rope in half. . Hold rope ends in right hand. . Shift weight to left. . Continue swinging or change to left hand. - Work out a "routine" to music using rope swings.			
2	Given an opportunity to practice jumping a rope, the pupil can: - Jump in place without the rope. - Jump, turning an imaginary rope. - Jump, turning a rope forward. - Jump, turning a rope backward. - Step-hop turning rope forward. - Step-hop turning the rope backward. - Progress forward with a run. - Jump with legs in a split forward and backward. - Jump on left foot, tap right foot in front. Reverse. - Progress forward with the schottische step. - Progress forward with the polka step. - Combine many rope jumping steps to make a "routine".	- Use a variety of music with a good "beat". - Encourage variations. - Combine rope jumping and square dance patterns. - Use a schottische record and combine rope jumping and the schottische.	Books. 44: Drury: p. 65. Equipment. Jump Ropes. Records. 185: Rope Jumping and Ball Handling. 16mm Film. 232: Rope Jumping.	U L

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

Goal III. Provide each pupil with an opportunity to develop skill in handling a variety of objects in a rhythmic pattern.

Objective 3. The pupil can perform activities with hoops, such as swinging, jumping, circling and tossing in a rhythmic pattern.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
1	Given an opportunity to practice swinging a hoop, the pupil can: - Swing and lean. . Hold arm horizontal. . Hold hoop in right hand, palm facing backward. . Stand in wide stride. . Swing the hoop down in front of the body and to the left. . Grasp it with the left hand, palm facing forward. . Swing the hoop overhead in both hands and lean to right. Reverse.	- Use medium sized hula hoops. - Use waltz music, moderate speed. - Instruct the pupil to use a regular grip on the hoop, but change the direction, the palm faces. - Instruct the pupil to perform the swinging movements with a straight arm using one or both hands.	Books. 44: Drury: p.67. Equipment. Hoops.	
	- Swing forward and backward. . Stand - feet together. . Hold hoop in right hand, palm facing inward. . Swing hoop forward and back, bending knees with the swing.	- Encourage variations. . Step forward and backward. . Change hands and swing on the other side. . Use other step patterns (slides, gallops, etc.).		
	- Swing backward with a bow. . Stand, forward stride. . Hold hoop in front of body in right hand with palm facing inward.			

	. Swing hoop to rear and bow. . Change hands in the rear and swing hoop forward on opposite side.			
	- Swing backward with a back arch. . Hold hoop at side in right hand, palm facing upward. . Swing hoop forward, upward, and to the rear, arching the back. Reverse.			
	- Swing horizontally in front and behind body. . Hold hoop horizontally with both hands to the right side, palms inward. . Swing the hoop horizontally across the body to the left, changing weight. . Swing the hoop in back of the body. Reverse.			
	- Turn hoop horizontally. . Stand, feet together, bend slightly at waist. . Hold hoop in both hands with three fingers palms facing inward. . Spin or turn hoop outward or inward by rotating it in the fingers.	- Encourage variations. . Different steps or turns, such as waltz turn.	HOOPS	

SECTION THREE - GOAL III. OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
2	Given an opportunity to practice jumping movements with a hoop, the pupil can: - Forward jump. - Backward jump. - Step-hop forward. - Step-hop backward. - Waltz turn.	- Instruct the pupil, when performing the waltz, turn to: . Hold hoop horizontally to right side in both hands, right palm facing backward. . Step on left foot to the left, swing hoop down in front and step through it with the right foot; turn to the left and step left foot through the hoop to the right. Bring hoop up over head from the rear palms facing forward, turn hoop downward and return to original position.	Equipment. Hoops.	U L
3	Given an opportunity to practice circling movements with a hoop, the pupil can: - Circle inward (outward). - Circle in front of body and change hands. Reverse. - Circle the hoop with right hand inward and left hand outward. Reverse. - Circle and swing in combination. - "Figure Eight" sideward (backward). - Horizontal circle in front of body (head).	- Instruct the pupil to use wrist movements to start the hoop circling. The circling should be around fingers, palm and back of hand. The hoop can circle inward or outward. - Instruct pupil that even when changing hands, the circling should be continuous. This is done by putting free hand near to circling hand.	Equipment. Hoops.	

4	Given an opportunity to practice tossing movements with a hoop, the pupil can: - Stand and toss. - Run, run, toss, and leap. - Jump and toss. - Toss across in front of body. - Circle hoop and toss overhead. Reverse. - Circle hoop and toss behind body to opposite side. - Circle hoop, toss back and up, and catch it, overhead. - Combine hoop movements in a "routine" to music.	- Encourage variations. . Change hands. . Combine movements. . Vary foot positions.	Equipment. Hoops.	U
5	Given an opportunity to explore rhythmic ways to use various objects, the pupil can: - Swing. - Toss. - Bounce. - Circle. - Move around and under body parts. - Combine into a "routine" to music.			

THE DEVELOPMENT OF SWIMMING SKILLS

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

P.L. 88–164, Title III
J.V. 69–68

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

INTRODUCTION

The aim of the swimming program is to teach pupils how to swim or to swim better. The strokes and skills to be taught are determined by the condition and the ability of the individual.

Swimming is a non-weight-bearing activity. It is an activity in which the weight of the body or a part of it is reduced to a minimum. Water, because of its density, is able to support a body at or near the surface. The average handicapped person is usually less handicapped in the water than on land and will be able to remain afloat with little or no effort and move any submerged part of the body with comparatively little effort.

Therapists, and others learned in the use of water as a therapeutic agent sometimes employ a series of unrelated body movements to submerged body parts as one facet of a total rehabilitation program. These movements, sometimes referred to as underwater therapeutic exercises, differ from swimming inasmuch as the movements in swimming are related and when learned, result in skills designed to afford the learner with functional outlets.

With physician's approval, swimming should be included in the handicapped pupil's program.

GENERAL VALUES OF SWIMMING

Physiological Values

1. Develop and maintain strength.
2. Increase range of movement within the joints.
3. Improve circulation.
4. Promote deeper breathing.
5. Improve control of body movements.

Psychological Values

1. Progress is readily observable.
2. Swimming skills and strokes present a challenge.
3. Skills developed have a carry-over value.
4. Swimming is enjoyable and satisfying.
5. Swimming offers an opportunity for success.
6. Swimming provides a social opportunity.
7. The handicapped condition is usually less apparent in the water.
8. Swimming has a relaxing effect.

TEACHING SUGGESTIONS

The facilities available for teaching swimming to the handicapped pupil vary considerably. A pool designed with special features to serve the needs of the handicapped is desirable, but lack of such a facility should not eliminate the program.

Almost any swimming pool with a shallow area may be used to teach swimming to the handicapped pupil. The water should be heated to a temperature of 85-90 degrees or higher for special disabilities. The warm water is necessary because in the beginning stages of instruction the pupil may not be active and will tend to become chilled. Relaxation is aided by warm water.

SAFETY

The swimming area possesses certain hazards of which both teacher and pupil must be fully aware. All hazards should be eliminated or their risks minimized.

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

A list of general pool safety rules should be formulated with each facility. These regulations should be posted prominently.

Basic Safety Skills

Teach the personal safety skills needed by the pupil as soon as possible.

1. Walking in the water.
2. Breath control.
3. Prone float and recovery.
4. Back float and recovery.
5. Turning over.
6. Changing directions.

CLASS SIZE

The size of the group the instructor can handle safely may vary from one to six or more. The more severely handicapped pupil may need to be taught on a one-to-one basis while others less handicapped may be taught in small groups.

Instructors, Aides, and Volunteers

Instructors of swimming for the handicapped should be competent and skilled in swimming activities. They should also have an interest in working with the handicapped and some special training in this field.

Aides should be used to support the teaching efforts of the instructor and to take care of all of the service functions required by the pupils. Aides may bring pupils to the pool, assist them with dressing and undressing, and leaving the water.

Volunteers may be used to assist in whatever phase of the swimming activity in which they are best qualified.

TEACHING HINTS

1. Learn as much as you can about each pupil's mental, physical, social, and emotional make-up before beginning instruction.

2. Follow a planned progression of swimming skills.

3. Break down skills and their component parts into small units.

4. Use a variety of approaches to the teaching of each skill.

5. Provide opportunity for some small success for each pupil in every lesson.

6. Use review and repetition as a part of every lesson.

7. Combine games and fun situations with learning experiences.

8. Use various methods and approaches in your teaching. Adapt your methods to pupil's needs and abilities.

9. Use floats, balls, buckets, sponges, sinkers, kickboards, tubes, jackets, etc., as aids to learning.

10. Adapt strokes and skills to the abilities of the handicapped pupil so that he can realize his maximum potential in swimming.

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

LESSON PLANNING

Each lesson should follow a basic plan and should include the following.

1. Land drills for use of arms and legs.
2. Water drills for breathing, and use of arms and legs.
3. Review of previously learned skills.
4. Introduction of new skills.
5. Practice of diving and water skills.
6. Practice period and games or free swim.

USE A MULTI-SENSORY APPROACH

When two or more senses are used simultaneously, learning is reinforced, more rapid, and likely to be more permanent.

1. Assistive--Guide body parts through the desired movements to capitalize on kinesthetic (proprioceptive) feedback from the muscles to the brain.
2. Tactile--Touch body parts so that the pupil feels the part to be moved. This is usually used as a reinforcement for visual and/or verbal stimuli.
3. Visual stimulus--Stimulate eyes through demonstrations, pictures, films, slides, single concept loops, television, or other visual stimuli.
4. Verbal stimulus--Stimulate the ears through the spoken word, describe the activity performed.
5. Abstract stimulus--Use various stimuli--signals, signs, words, numbers, etc. The student receives, interprets, and translates into action.

BIBLIOGRAPHY:

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Boys' Physical Education Teaching Guide. Junior and Senior High Schools. Los Angeles City Unified School District: Division of Instructional Services, Publication No. SC-585, 1960. 340 pp.

Council for National Cooperation in Aquatics and AAHPER. A Practical Guide for Teaching the Mentally Retarded to Swim. Washington, D.C.: AAHPER, 1969. 152 pp.

ASSESSMENT FOR SECTION FOUR

THE DEVELOPMENT OF SWIMMING SKILLS

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the Instructional Sequences.

2. Instruct. Teach the appropriate sequences.

3. Post-Test. Measure the improvement of the child.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estimates the abilities of the pupil in this area of instruction, and then uses the assessment device to determine the pupil's needs and abilities in performing the necessary skills. He then adjusts the instruction to an appropriate level, increasing and decreasing the difficulty, depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for the individualization of instruction.

The assessment device can be very effective as a motivational tool for pupils toward self-improvement. If the pupil is involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities and the necessary areas of instruction. It is not intended as a test to measure the pupils against each other or to evaluate them in relation to a standardized norm. Therefore, the marking and reporting system to be used should be individual and flexible.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple "yes" or "no" may be appropriate, in others, a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL I. Adjusts Physically and Mentally To The Water.					
1. Walks while in the water.					
2. Blows bubbles.					
3. Bobs in the water.					
4. Performs the jellyfish float.					
5. Performs the turtle float.					
6. Performs the prone float front.					
7. Performs the prone float back.					
8. Stands from a float.					
9. Turns front to back while floating.					
10. Turns back to front while floating.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL II. Propels Body Through The Water.					
1. Performs the prone glide.					
2. Performs the back glide.					
3. Glides and kicks.					
4. Kicks and uses the arm stroke.					
GOAL III. Performs Basic Strokes.					
1. Performs the front crawl.					
2. Coordinates breathing, kick and arms.					
3. Performs the back-crawl.					
4. Performs the elementary back-stroke.					
5. Performs the breast-stroke.					
6. Performs the side-stroke.					
7. Performs the butterfly-stroke.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL IV. Uses Deep Water Skills					
1. Treads water.					
2. Jumps from side of pool into the water.					
3. Dives from side or from board into the water.					
4. Performs a surface-dive.					
5. Swims underwater.					
GOAL V. Participates In Games And Special Events.					
1. Plays simple water games.					
2. Plays complex water games.					
3. Takes part in water races and relays.					
4. Performs in a water show.					
5. Competes with others in water races or games.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal I. To provide an opportunity for the pupil to become physically and mentally adjusted to the water.

Objective 1. The pupil can enter the water without fear and perform simple tasks.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to use a Swimming Pool, the pupil can: - Enter the water. - Sit on step or stand at the wall. - Get wet all over. - Move in shallow water by walking or hand traveling along the side. - Blow bubbles.	- Conduct the pupil on a tour of the pool area, locker rooms and observe activity in the pool. - Explain the safety rules for use of the pool. - Lead the pupils into the pool and then move around the shallow area using overflow trough as a handhold if needed. - Encourage the pupil to let water come up to his chin. - Ask the pupil to wash face by scooping up water with hands. - Play splashing games. - Ask the pupil to lean forward and take steps against the resistance of the water. - Demonstrate forceful exhalation at surface and under surface of the water. - Ask the pupils to make a motor boat sound while submerging chin and mouth.	Books. 34: AAHPER: p.54. 120: Vannier: p.316. 129: YMCA: p.50. Equipment. Balloons. Corks. 4" Rubber Diving Rings. Sponges.	

2	- Place face in the water and open eyes. - Duck head under water while holding breath. - Touch the bottom of the pool in the shallow area. - Crawl on steps in shallow water. - Pick up objects from the bottom of the pool.	- Ask the pupil to count fingers or identify objects under water. - Practice breath holding above water. - Ask the pupil to hold breath and submerge while teacher counts to five. - Play games that involve ducking and breath holding. - Ask the pupil to pick up rings or other objects in shallow water. - Move objects to slightly deeper water and repeat until it is necessary to submerge in order to reach the object. - Instruct the pupil to pick up objects by color or number. - See which pupil can pick up the most rings in one try. - Ask the pupils to play ailigator in shallow water.	ADJUSTMENT TO WATER	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal I. To provide an opportunity for the pupil to become physically and mentally adjusted to the water.

Objective 2. The pupil can float in various positions.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
3	Given an opportunity to observe and practice Floating in a swimming pool, the pupil can: - Perform a jellyfish float. - Perform a turtle float.	- Explain buoyancy and demonstrate how different objects float: wood, inflated ball, human being. - Ask pupil to fill lungs with air then slide hands down front of legs to ankles while submerging the face. (From standing, sitting or assisted float position). - Ask pupil to lift one foot off bottom, then the other, then both. (From standing, sitting, or assisted float position). - Ask pupil to bend knees and draw legs up to chest while in a jellyfish float and while holding the breath as long as possible.	Books. 4: American Red Cross: p.30. 34: AAHPER: p.79. 46: Fait: p.318. Equipment Blocks of wood. Corks. Playground balls. Toy boats.	
4	- Perform a prone float. - Return to standing position from a prone float. - Perform a prone float for a short distance.	- Ask the pupil to hold on to the wall or steps and extend his legs while submerging his head and floating in a horizontal position. - Encourage the pupil to start from a hands on knee position, submerge the head, then extend arms forward and legs backward. Hold the float a few seconds then tuck legs in, straighten knees and stand.		

		- Ask pupil to stand in a crouch position a short distance away from the wall. With arms extended, submerge head, push lightly off the bottom and float to the wall.		
5	- Float on the back and then stand.	- Demonstrate method of assuming back float position. - Sit low in the water, fill lungs with air, tilt head back till ears are in the water, push the chest up, arch the back and let the feet float off the bottom. - Encourage the pupil to relax. - Give physical support under the back of the head and the hips from a position in back of the pupil if necessary. - Teach manner of standing up by pulling the knees to the chest and bringing the head to the knees; as the hips sink, straighten the legs and stand. - Teach the importance of head position in maintaining or changing body position.	FLOATING	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal I. To provide an opportunity for the pupil to become physically and mentally adjusted to the water.

Objective 3. The pupil can change positions in the water.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
6	Given an opportunity to receive instruction and to practice position changes while Floating, the pupil can: - Turn from front to back. - Turn from back to front.	- Demonstrate method of turning by turning head and reaching the arms in the same direction. - Ask the pupil to turn his head toward the side, reach across the body with one arm toward that side and roll over. - Teach pupils, with limited control, alternative methods of turning over through substitute movements.	Books. 34: AAHPER: p. 37.	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal II. **To provide an opportunity for the pupil to learn to propel the body through the water.**

Objective 1. **The pupil can move through the water for short distances.**

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
7	**Given an opportunity to learn and practice glides in the shallow end of the pool, the pupil can:** - **Perform a prone glide.** - **Perform a back glide.** - **Perform a prone glide and flutter kick.** - **Perform a back glide and flutter kick.**	- Instruct pupil in methods of pushing off from the bottom or the wall. - Encourage the pupil to hold his breath and glide as far as possible in a prone position, then in a back position. - Teach the flutter kick in a sitting position at side of the pool or sitting on steps in the water. - Practice the kick at the side in a bracket position. - Establish kick speed and rhythm with a hand clapping pattern emphasizing the beat. - Practice the glide then add a slow easy flutter kick.	Books. 81: Kiphuth: p.56. FLOATING GLIDES	L

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal II. To provide an opportunity for the pupil to learn to propel the body through the water.

Objective 2. The pupil can combine leg and arm movements in swimming.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
8	Given an opportunity to practice the Kick and Arm Stroke with instruction, the pupil can: - Combine kick and arm stroke in a coordinated pattern of movement.	- Instruct the pupil in techniques of flutter kick using a kickboard or flotation belt for support. - Encourage the pupil to swim with the kick and then add the arm pull. - Instruct the pupil to keep the arms underwater, but to reach forward and push down and backward alternating left and right arms. - Ask the pupil to breathe by turning the head sideward. - Teach adapted techniques for those who cannot turn the head out of the water to breathe, such as: . Roll on to back to breathe. . Lift head out of water to breathe.	Books. 81: Kiphuth: p. 60. Equipment. Flotation belts. Plastic kick-boards. 16mm Films. 205: Beginning Swimming. 225: Learning How To Swim.	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 1. The pupil can swim the front crawl stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
9	Given an opportunity to learn and practice Crawl fundamentals, the pupil can: - Perform a prone glide. - Perform a prone glide and flutter kick. - Perform a prone glide, flutter kick, and alternate overarm stroke. - Breathe while swimming. - Swim a distance of 20 yards or more using the front crawl.	- Review the prone glide to get body position in the water. - Ask the pupil to add the kick to the glide. Stress a smooth and steady full leg movement. - Encourage the pupil to use an alternate arm stroke while kicking. - Teach the correct arm movement with land and water drills. - Ask the pupil to move the arms carefully, lift the elbow high on recovery, place the hand in the water to minimize splashing. - Teach the pupil breathing techniques in shallow water in a crouch position. (Assist where necessary). . Review bubble blowing and bobbing on a 4 or 5 second cycle. Use a humming technique. . Use flotation aids while practicing breathing. . Breathe on one side only as stroke is completed.	Books 13: Brown: p.47. 87: Larcom: p.17. 99: Mann: p.42. 121: City of New York p.23. 124: Torney: p.134. 126: Vannier: p.320. S 8mm Loop Films. 225: Crawl. KICK and ARM STROKE CRAWL	

SECTION FOUR - GOAL III - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		. Coordinate breath with arm stroke while in a facedown crouch in shallow water. - Ask the pupil to add breathing to his coordinated stroke. - Exaggerate head turn and body roll at first. - Encourage pupil to swim greater distances and for longer time periods. - Teach pupil who has limited use of either arms or legs to adapt stroke to his personal limitations.		

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 2. The pupil can swim the back crawl stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
10	Given an opportunity to learn the Fundamental Skills, the pupil can: - Perform a back flutter kick and back glide. - Scull, fin, and wing with the hands and arms. - Perform a back crawl arm stroke. - Swim the back crawl stroke for a distance of 20 yards or more.	- Practice the back flutter kick in a back glide position. - Encourage the pupil to keep the feet under-water and kick from the hips with a loose knee and foot action. - Demonstrate methods of using the hands and arms for support and for propulsion. - Ask the pupil to roll in the water so that the shoulder and arm are lifted clear of the water before reaching back and to the side for the stroke. - Teach the pupil to keep the arm stroke under control and to avoid splashing and aimless movements. - Ask the pupil to swim continuously for 30 yards.	Books. 6: Armbruster: p. 107. 14: Brown: p.130. 99: Mann: p. 55. 16mm Films. 215: Fundaments of Swimming. CRAWL BACK CRAWL	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 3. The pupil can swim the elementary back stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
11	Given instruction and an opportunity to practice on Back, the pupil can: - Perform the frog kick in a back glide position. - Combine an arm stroke with the frog kick in a back position. - Swim elementary back stroke for 20 yards or more.	- Instruct the pupil in the technique of the frog kick while sitting on the pool deck, pool side, pool steps; or in a back lying position, holding the wall. - Ask the pupil to practice the frog kick with the legs completely underwater and with a brief rest after each kick. - Teach the elementary back arm movement in a standing position and then combine it with the kick. - Ask the pupil to keep the body level and to swim for distance.	Books. 6: Armbruster: p. 41. 16mm Films. 236: Skilled Swimming.	

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 4. The pupil can swim the breast stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
12	Given instruction and opportunity to practice Breast Stroke Fundamentals, the pupil can: - Perform the frog kick in the prone position.	- Teach the frog kick on the deck, at the pool edge, and in a bracket position at the wall. - Practice the kick in a prone glide position or with a kickboard held in front of the body.	Books. 14: Brown: p. 105. 114: Rajki: p. 15. Equipment. Kickboards.	
13	- Combine an arm stroke with the frog kick in a prone position.	- Demonstrate and teach the breast stroke arm action in a standing position in the water. - Ask the pupil to follow a four count rhythm: (1) Pull with arms. (2) Recover arms to chest and bend knees preparatory to kick. (3) Kick and extend arms. (4) Rest in extended glide position.	S 8mm Loop Films. 252: Breast Stroke.	7
14	- Breathe while swimming the breast stroke.	- Demonstrate and teach the pupil to breathe by tilting the head back and lifting the head back and lifting the chin forward and up as the arms begin their downward pull. - Ask the pupil to drop his head and exhale underwater as he kicks his legs, and holds his breath during the glide.	BACK STROKE BREAST STROKE	

SECTION FOUR - GOAL III - OBJECTIVE 4

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
		- Encourage the pupil to practice in a standing position in shallow water coordinating breathing with the arm stroke.		
15	- Swim breast stroke for a distance of 20 yards or more.	- Require pupil to swim gradually increasing distances as skill is acquired.		

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 5. The pupil can swim the side stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
16	Given an opportunity to learn and practice Side Strokes, the pupil can: - Perform the scissors kick.	- Teach the scissors kick on the deck and in the water at the pool side. - Ask the pupil to practice with a kickboard as an aid.	Books. 81: Kiphuth: p. 35. 87: Larcom: p. 118. Equipment. Kickboards.	
17	- Combine an arm stroke with the scissors kick.	- Demonstrate and ask the pupil to perform the side stroke arm movement on the deck and standing in the water. - Instruct the pupil to practice with the top arm and legs while using a kickboard for partial support.	16mm Films. 209: Fundamentals of Swimming.	
18	- Swim the side stroke on either side for a distance of 20 yards or more.	- Instruct the pupil in proper form on both sides and encourage him to swim gradually increasing distances.	BREAST STROKE SIDE STROKE	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal III. Provide an opportunity for the pupil to learn basic strokes.

Objective 6. The pupil can swim the butterfly stroke.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
19	Given the opportunity to learn and practice the Butterfly Stroke, the pupil can: - Perform the dolphin kick.	- Demonstrate and instruct the pupil in the execution of the double flutter or dolphin kick. - Ask the pupil to perform the kick at a depth of 2' or 3' underwater with hands and arms at his sides. - Use an undulating movement starting at the head. - Allow the knees to bend and sink and then kick down hard.	Books. 6: Armbruster: p. 171. 16mm Films. 209: Dolphin-Butterfly.	
20	- Perform a double overarm stroke with a dolphin kick.	- Ask the pupil to pull with both arms and then to lift arms out of the water and swing them forward to the glide position. - Instruct the pupil to keep his head well down while pulling and recovering the arms. Combine the kick and arms; one kick to one arm pull as a beginning stroke.	S 8mm Loop Films. 253: Butterfly Stroke.	
21	- Swim a coordinated butterfly stroke for a distance of 20 yards or more.	- Teach the pupil to kick faster so that he may achieve a ratio of 2½ or 3 kicks to each arm stroke.		

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal IV. Provide an opportunity for the pupil to learn deep water skills.

Ojbective 1. The pupil can tread water.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given instruction and an opportunity to practice Treading Water, the pupil can: - Perform a motionless vertical float in deep water.	- Demonstrate and instruct the pupil to fill his lungs with air, gently release his hold on the wall and float in a vertical position.	Books. 86: Lanove: p.24.	
5	- Tread water with a variety of kicks and arm movements.	- Give slight support if needed to stabilize pupil's position.	16mm Films. 219: Heads Up	L
6	- Tread water with legs only.	- Demonstrate and teach pupil to tread with the three basic kicks and then variations.		
7	- Tread water with arms only. - Level off and swim in prone position from a treading position, back to a support.	- Ask the pupil to tread with various arm strokes such as: . Horizontal figure eight, human, breast, and the flaffle. - Instruct pupil to take a breath, tuck chin to the chest, kick vigorously and then add an arm stroke as soon as the feet come to the surface.	BUTTERFLY STROKE TREAD WATER	U

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal IV. Provide an opportunity for the pupil to learn deep water skills.

Objective 2. The pupil can enter the water by jumping.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
6	Given instruction and the opportunity to practice Jumping, the pupil can: - Jump from the side into the water.	- Demonstrate a standing jump from the wall into chest deep or deeper water. - Instruct the pupil to hold his breath, jump well away from the side and relax.		L
7	- Jump from a board or platform.	- Keep the head up and eyes straight forward. - Encourage pupil to jump from a low height such as a one-meter board or low platform.		L
8	- Perform a safety jump and level off and swim.	- Instruct pupil in techniques of the stride jump with arm spread sideward to minimize descent into water. - Practice staying high in the water after jump.		U

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal IV. Provide an opportunity for the pupil to learn deep water skills.

Objective 3. The pupil can enter the water by diving.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
9	Given instruction and an opportunity to practice Diving, the pupil can: - Perform a dive from a prone position.	- Ask pupil to slide into water from the deck or step-seal dive.	Books. 34: AAHPER: p.93. 79: Juba: p.64. 99: Mann: p.81. 126: Vannier: p.321	
10	- Perform a dive from a sitting position on the edge.	- Instruct pupil to sit on pool edge or step, then tip forward with chin on chest, arms extended forward, and hands together and slide into the water. - Ask pupil to place hands on teacher's shoulders and push against teacher's resistance if he has difficulty with pushoff.		
11	- Perform a dive from side in a kneeling and then a standing position.	- Ask pupil to kneel on one knee and then by leaning forward and raising the other leg, dive in. Repeat in standing position, one foot ahead of the other.	16mm Films 214: Fundamentals Of Diving. JUMP DIVE	L

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
11		- Teach the pupil to spring up at the beginning of the dive and then by lowering the upper-body and raising the legs to pivot in the air and enter the water at a near vertical angle. - Ask the pupil to dive to a predetermined spot or object on the bottom of the pool. - Encourage the pupil to keep all the body parts under control, legs extended, toes pointed, etc.	Films. 214: Fundamentals of Diving.	L

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal IV. Provide an opportunity for the pupil to learn deep water skills.

Objective 4. The pupil can surface dive.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
8	Given an opportunity to learn and practice the Surface Dive, the pupil can: - Perform a foot first, surface dive.	- Ask the pupil to assume a vertical float or treading position, take a breath and by raising the arms forcefully to an overhead position with the thumbs turned rearward and the palms up, execute a reverse stroke that forces the body under the water.		
9	- Perform a head first surface dive from a tuck and/or pike position.	- Instruct the pupil to swim one or two strokes of breast stroke then at the end of the pull, rotate and fix the arms with little fingers together, palms up, drop the chin to the chest, pull the knees into a tuck, then as the body turns head down, extend the legs straight up, out of the water and pull with the arms. For the pike, keep the legs straight.	Books. 124: Torney: p. 141. DIVE SURFACE DIVE	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal IV. Provide an opportunity for the pupil to learn deep water skills.

Objective 5. The pupil can swim underwater.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
10	Given instruction and an opportunity to practice Swimming Underwater, the pupil can: - From a position at the surface, move to a position completely submerged and remain there for a period of time while making forward progress.	- Ask the pupil to push off and glide toward the bottom. - Instruct the pupil concerning the need to keep the head down and the necessity of swimming downward and the need for momentum to overcome buoyancy.		
11	- Swim underwater using a kick and arm stroke.	- Ask the pupil to use one of the previously learned kicks with a double arm pull to move underwater. - Encourage the pupil to swim short distances underwater.	Books. 124: Torney: p. 146.	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal V. Provide an opportunity for the pupil to participate in culminating activities in swimming.

Objective 1. The pupil can overcome fear through participation in various water games.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given instruction and the opportunity to participate in Water Games, the pupil can: - Play simple games (low organization).	- Ask pupil to play games appropriate to their learning level. - Encourage pupils to participate in games which tend to motivate and strengthen the learning of water skills such as, breath-holding, ducking, opening eyes underwater, becoming adjusted to the splashing of water, swimming using the arms and legs. . Play games such as: London Bridge, Keep Away, Splash, Dodge Ball, Follow the Leader, Marco Polo, Bull in the Ring.	Books. 34: AAHPER: p. 105-125. 51: Franklin: p. 31.	
9	- Play complex games.	- Teach games involving combinations of water skills, such as: . Water Volleyball, Water Polo, Water Football.	**SWIM UNDERWATER** **WATER GAMES**	V

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal V. Provide an opportunity for the pupil to participate in culminating activity in swimming.

Objective 2. The pupil can achieve success through participation in water races and relays.

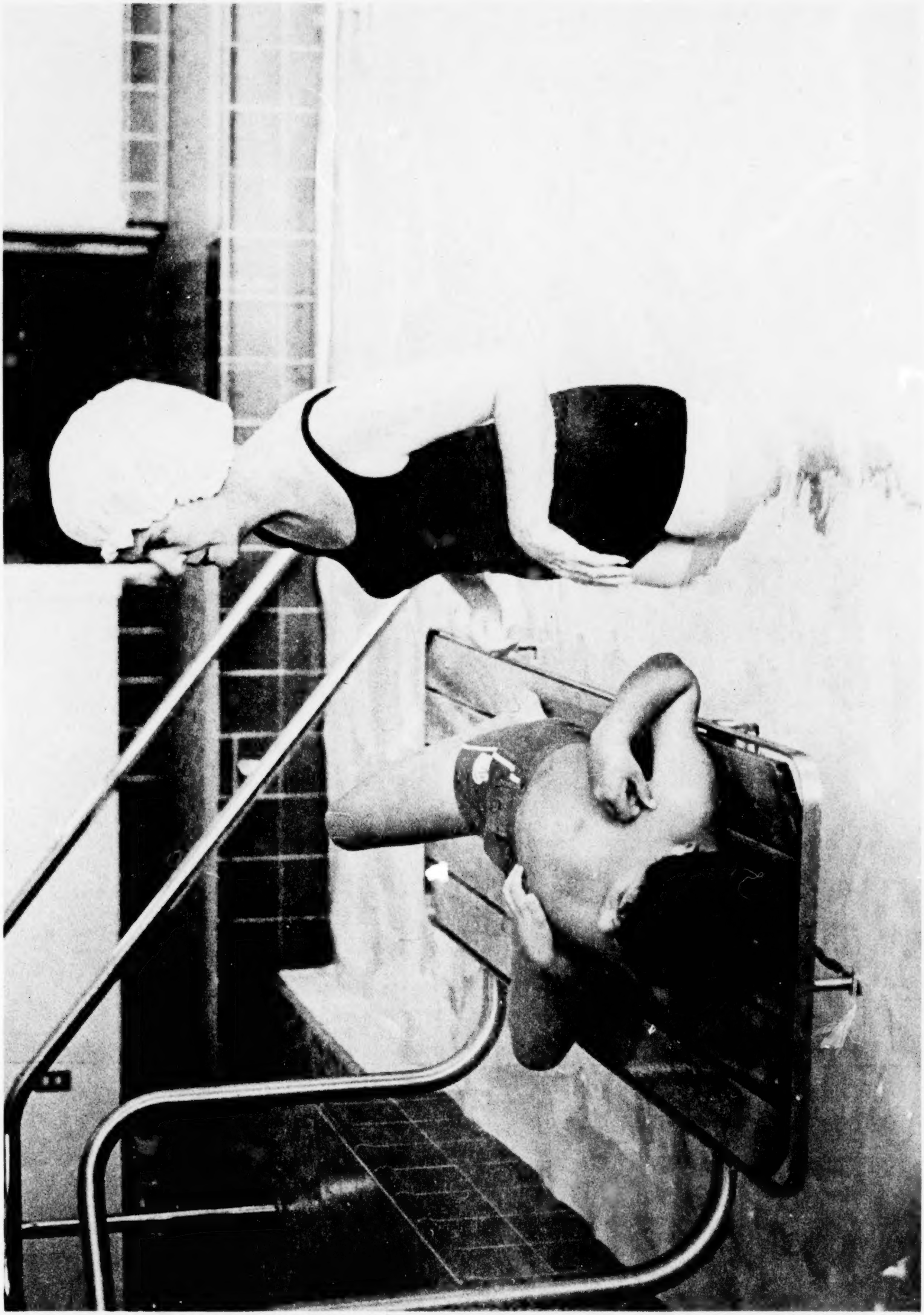
Levels	[illegible] Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
5	Given instruction and an opportunity to participate in Water Races and Relays, the pupil can: - Participate in simple novelty races.	- Use races appropriate to the learning level that tend to motivate the pupil to greater achievement and also create an atmosphere of fun and enjoyment. . Use activities such as walking, and running. . Teach games such as: Kickboard, Balloon, Night-gown.	Books. 34: AAHPER: p.115 126: Vannier: p.323. Equipment. Ballons. Kickboards. Nightgowns.	
6 7 8 9 10	- Participate in relays.	- Encourage pupils to compete using swimming and related pool skills. . Use activities such as: Ball-pass, Kickboard shuttle, Walking, Running, Prone-gliding, Crawl-stroke, Butterfly-stroke. - Ask teams to cheer and support team-mates. - Award small privileges to the winners; first choice of water toys, 30 seconds extra pool time, etc.	Books. 34: AAHPER: p. 116. Equipment. Balls. Kickboards.	

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

Goal V. Provide an opportunity for the pupil to participate in culminating activities in swimming.

Objective 3. The pupil can demonstrate personal achievement through participation in special water events.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
4	Given an opportunity to learn Individual Stunts and Skills, the pupil can: - Participate in a water show.	- Plan events and demonstrations for each skill level so that every pupil may be involved.	Books. 46: Fait: p.331.	
5	- Demonstrate personal water skills learned.	- Provide an opportunity for specific groups to present the skills they have learned in the pool.	Books. 68: Hyde: p.28.	
6	- Compete with another pupil in races and games they have learned in the pool.	- Encourage each pupil to be in as many events as he can handle. - Conduct additional events for those who do not place in the first events. Provide an opportunity for each pupil to succeed.	**RACES - RELAYS STUNTS**	



THE DEVELOPMENT OF PHYSICAL FITNESS

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

P.L. 88—164, Title III
J.V. 69--68

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

IMPORTANCE OF FITNESS

Although there are varying opinions as to the scope of fitness and its components, many medical and physiological studies have indicated the beneficial effects of regular physical exercise. It is the consensus, that exercise is of value to most individuals. It is further agreed that exercise to be effective must be regular, vigorous, enjoyable, and suited to the individual.

One common benefit of exercise is the improvement and efficiency in the function of the vital organs, as well as of the muscular and other systems of the body. Such benefits as improved circulation, improved respiration, improved digestion, improved elimination, and improved musculature are obtained through regular exercise. There is no doubt about the importance of exercise and fitness and its significance for a full and healthy life.

GOAL OF FITNESS

The goal of fitness is for the individual to acquire enough resources to meet the demands of daily living, and sufficient reserves to withstand ordinary stresses without causing harmful strain.

ACQUISITION OF FITNESS

The level of fitness one attains is the result of the ability to cope with the varied and interacting stresses that exist in life. It is believed that as the human body is put under stress, the level of fitness is raised and the individual builds additional resources. Exercise is one of the important factors contributing to fitness.

Since people have varying capabilities and interests, the exercise activities selected should be suited to their needs and individual preferences. It is sometimes believed that the best way to acquire fitness is in an exercise class which offers calisthenic exercises and running. There is no doubt that this is a good method, but it is also necessary that such a program include the understandings and appreciations of fitness as well as some games and sports activities which have "carry-over" values into adult life.

A good physical education program should be varied as well as offer activities which would develop the components of fitness (strength, power, agility, flexibility, muscular and cardio-respiratory endurance, balance, speed and coordination).

The body of a growing child is remarkably adaptable. Within limits it has the ability to adapt itself gradually to the stresses imposed upon it. The growing body also adapts specifically to the imposed demands. Different demands must be made in order to develop the various components of fitness.

MAINTENANCE OF FITNESS

A level of fitness can be maintained by regular and continuous participation in a vigorous activity. An important aspect is that the more enjoyable one's exercise, the more beneficial it usually is.

A program of exercise should be continued throughout life with certain adjustments from time to time as needs, interests, and capabilities change.

COMPONENTS OF FITNESS

Strength may be developed by working against resistance. Resistance can be provided by working with partners, weights, bars, dumbbells, medicine balls, apparatus, logs, ropes, or other kinds of weighted objects; as well as stationary objects.

Power is developed in activities of an explosive nature where maximum force is generated and released at a specified moment. Jumping, certain types of throwing activities, and activities designed for quick, forceful movements encourage the development of power.

Agility is developed by activities in which the body must be maneuvered in space. Twisting, turning, side-stepping and sudden starting and stopping are dependent upon agility.

Flexibility is developed in activities that provide for the maximum range of movement in any given point. Stretching, swinging, swaying and other similar body movements promote flexibility.

Endurance is of two types - Muscular and Cardio-respiratory.

Muscular endurance is closely related to strength. Almost all activities which develop strength can be adjusted to promote endurance. A maximum number of repetitions against a fixed resistance is one of the best ways to develop muscular endurance.

Cardio-respiratory endurance is improved by appropriate prolonged rhythmical activity: interval running, swimming, cross-country running, hiking, bicycle-riding, and running games.

Balance is of several types: static, dynamic, and that involving the handling of an object.

Static balance is developed in activities where the postural orientation of the body remains motionless.

Dynamic Balance is developed in activities where equilibrium is maintained while the body is in motion. For example: balance-board, balance-beam and trampoline activities promote the development of balance.

Some balance activities should be practiced with the eyes closed as well as open. When the eyes are closed, balance is maintained by a kinesthetic awareness, proprioceptor feedback and vestibular cues from the inner ear. When the eyes are open, the pupil can also rely on the visual cues.

Speed is dependent upon muscular contraction and is developed in activities which emphasize quick movements. In addition to certain running (sprint) events, activities that are performed as rapidly as possible in a specific time interval serve to promote speed.

Coordination is the ability of the individual to integrate several different kinds of movements into a single effective pattern. This ability is developed in a wide variety of activities.

PLANNING AN EXERCISE PROGRAM

In planning an exercise program one should be aware that there is a specificity to the components. For example: there are strengths to be developed rather than a strength. Therefore, an exercise plan must be devised to develop each component as well as the specific types within the components.

The following principles should be followed:

1. A warm-up should be planned. Exercises which involve the large muscle groups of the arms, legs, and trunk should receive the major attention. The warm-up should be of gradually increasing intensity.

2. Exercises should be specifically planned for the component to be developed.

   For example: To develop strength, the overload principle must be used. That is, the muscle must be taxed beyond that which it has been able to perform on prior occasions. The way to overload a muscle is to increase the intensity (heavier work load--more resistance) or increase the rate (attempt to perform the repetitions at a faster speed).

3. Exercises must be vigorous enough to place demands upon the pupil in order to require specific adaptation. Exercise that is too mild is of little value.

4. Exercises must be individualized according to each pupil's health and physical capacity.

5. A "tapering off" should be planned. Moving about moderately following vigorous exercise is beneficial.

6. A medical examination is essential at regular intervals.

ASSESSMENT OF FITNESS

The determination of the fitness level of an individual serves several purposes. It enables the teacher:

1. To know where the pupil is prior to instruction as well as to know his current status. It is important for the teacher to measure progress to determine the effectiveness of the fitness program and to allow the pupil to become aware of his achievement.

2. To plan an individualized fitness program. A recommended fitness test can be used as an instrument to improve and upgrade program opportunities for each individual.

3. To motivate and challenge the individual.

4. To keep parents and other persons who work with the pupil fully informed.

FITNESS AND THE HANDICAPPED CHILD

There should be vigorous daily physical activity in the program of those handicapped pupils who, according to medical advice, can profit from it. The teacher must be concerned for the exercise tolerance of each individual. This varies among individuals and is dependent upon the specific handicapping condition.

It is necessary to provide opportunities for handicapped pupils to build the necessary reserve resources to meet the unusual physical stresses of life. This can best be done by a gradual, careful, and individual development of the fitness components. The pupil should be encouraged to improve his own scores and should compete with himself to achieve improvement. Activities which lend themselves to self-testing and record-keeping can be used which will allow him to readily measure his achievement. Award programs which are sponsored by the individual schools or the national programs give a pupil recognition for his efforts.

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ASSESSMENT FOR SECTION FIVE

THE DEVELOPMENT OF PHYSICAL FITNESS

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the Instructional Sequences.

2. Instruct. Teach the appropriate sequences.

3. Post-Test. Measure the improvement of the pupil.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estimates the abilities of the pupil, and then uses the assessment device to determine the pupil's needs and abilities in performing the necessary skills. He then adjusts the instruction to an appropriate level, increasing and decreasing the difficulty, depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for the individualization of instruction.

The assessment device can be very effective as a motivational tool for children toward self-improvement. If the pupil is involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities, and the necessary areas of instruction. It is not intended as a test to measure children against each other or to evaluate them in relation to a standardized norm. Therefore, the marking and reporting system to be used should be individual and flexible.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple "yes" or "no" may be appropriate, in others, a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

	DATES				COMMENTS
OBJECTIVE I. Demonstrates Endurance.					
Performs the 300 yard, run-walk. (Record the time in minutes, seconds).					
OBJECTIVE II. Demonstrates Strength And Power.					
Legs. Performs a standing long jump. (Record the best of the three trials in feet and inches to the nearest inch).					
Back. Lies face down on mat with fingers interlaced behind his neck. Raises head, chest and legs as far as possible from the floor while keeping legs straight. (Measure the ability to lift and to hold the specific body parts off the floor for 10 seconds).					
Arms and Shoulders—Boys. Performs pull-ups with overhand grip, as many times as possible. (Record the number).					

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

	DATES				COMMENTS
Arms and Shoulders—Girls. Performs the flexed-arm hang as long as possible. (Record the time in seconds).					
Arms and Shoulders—Boys. Performs the push-up. (Maximum number is 30. Record the number).					
Arms and Shoulders—Girls. Performs the push-up from a bent knee position (Maximum number is 30. Record the number).					
Abdomen. Performs the bent knee sit-up with hands behind neck. (Record the number of sit-ups performed in 30 seconds).					

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

	DATES				COMMENTS
OBJECTIVE III. Demonstrates Flexibility.					
Performs toe touch. (Stand on a bench placing toes even with front edge. Student bends over and reaches down as far as possible with his hands while keeping his knees locked straight. A ruler is placed so that it extends ten inches above and ten inches below the top of the bench. The student's score is the distance on scale he could touch and hold for two seconds. No bobbing is allowed.)					
OBJECTIVE IV. Demonstrates Speed, Agility and Coordination.					
Performs the Shuttle Run. (Record the time of the better of two trials to the nearest tenth of a second).					
Throws a softball overhand as great a distance as possible. (Record the best of three trials to the nearest foot).					
OBJECTIVE V. Demonstrates Balance.					
Stands on one foot holding other foot in the air. (Record the time.)					

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal I. Provide each pupil, within the limits of his physical ability with an opportunity to participate in activities which will help him to develop, maintain, and improve the following components of fitness--cardio-respiratory endurance, muscular strength and power, muscular endurance, flexibility, as well as motor components which affect performance (agility, coordination, speed, and balance).

Objective 1. The pupil can show an increase of endurance (Cardio-respiratory and muscular).

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to practice activities which develop endurance of the total body, the pupil can:	- Test the pupil to determine how much endurance he has and increase the number of repetitions to build more endurance.	Books. 95: Logan: pp. 17-24. 108: Physical Education Framework Committee. pp. 8, 10-11, 39-45.	
	- Breathe deeply.	- Teach pupil to take a deep breath and blow it out.		
	- Walk for distance. - Jump up and down on both feet pulling the knees high.	- Play games using blowing. . Blow bits of paper across a line. . Blow a ping pong ball off a table.		
	- Run in place. - Jog increasing the distance.	- Play games which have the elements of running, hopping, skipping, etc.	Equipment. Jump Rope. Paper. Ping Pong Balls.	
	- Hop increasing the time.	- Set up a circuit with various types of endurance activities.		
	- Skip increasing the time.	- Use continuous rhythmical endurance exercises.		
	- Climb stairs. - Perform squat thrusts. - Jump rope increasing the time.	- Use interval training (run, walk, jog) interspersed with exercises. . Adapt for the blind by having the pupil run with a partner or with the use of a guide wire or rope. . Use the physical performance scales which are available for blind pupils.	ENDURANCE	

SECTION FIVE - GOAL I - OBJECTIVE 1

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Swim for distance. - Scissors jump swinging arms. - Assume push up position with one leg extended and one flexed, repeatedly alternate flexing and extending of the legs.	- Use games and exercises. . Follow The Leader. . Relays. . Jumping Jacks. - Use self testing charts for motivation. - Emphasize crossed reflex e.g. swinging right arm and left leg. - Watch for fatigue. As the pupils practice they will be able to sustain the activities for longer periods and for longer distances.		
	Given an opportunity to practice activities which will develop endurance in arm and shoulder muscles, the pupil can: - Stand, extend arms and hold for an increasing length of time. - Stand, circle and swing arms for an increasing length of time. - Stand, hold arms extended horizontally and twist trunk to the right and left for an increasing length of time.	- Instruct the pupil to: . Alternate arms. . Use one arm at a time. . Use both arms at once. . Change directions. - Encourage pupil to increase the length of time or the number of repetitions. - Use games for younger children such as "Simon Says," "Follow The Leader," and relays.		

	Given an opportunity to practice activities which will develop endurance in the leg muscles, the pupil can: - Perform leg swings. - Perform balances with legs extended. - Perform "bicycle" for an increasing length of time. - Lie on back and extend legs and scissor them for an increasing length of time.	- Instruct pupil to use various swing patterns and positions for legs. . Circles. . Different directions. . Sitting. . Lying. - Use stunts which involve leg muscles. . "Pogo Stick". . "Bicycle". . "Bouncing Ball". . " Treadmill Turn". . "Dervish Jump". . "Scissors".	Books. 21: L.A. City: pp. 13-14. 22: L.A. City: p. 11. 100: L.A. City: p. 9. Records. 168: Modern Dynamic Physical Fitness Activities. **ENDURANCE**	

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal I. Provide each pupil within the limits of his physical ability with an opportunity to participate in activities which will help him to develop, maintain, and improve the following components of fitness--cardio-respiratory endurance, muscular strength and power, muscular endurance, flexibility, as well as motor components which affect performance (agility, coordination, speed, and balance).

Objective 2. The pupil can show an increase in strength and power.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to practice activities which develop strength in the arms and shoulders, the pupil can:		Books. 7: Arnheim: 52: Franklin: pp. 40, 65-66. 95: Logan: pp. 33-49. 103: Mosston: pp. 253-286. 108: Physical Education Framework Committee. pp. 8, 10-11, 39-45.	
	- Squeeze a rubber ball.	- Encourage pupil to start slowly and increase speed.		
	- Walk on all fours forward, backward, sideward.	- Instruct pupil to use unilateral and cross-lateral patterns.		
	- Walk on all fours with arms and legs straight, unilaterally and cross-laterally and change speeds.			
	- Perform: . The Seal Crawl. . The Seal Clap. . The Mule Kick. . The Frog-Hop-(all directions and increase distance of hop). . The Inchworm Walk. . A Crab Walk.	- Use games and relays to teach and to reinforce the skills: "Catch and Pull Tug of War", "Seal Walk Relay".	Equipment. Horizontal Bars. Mats. Medicine Balls. Stall Bars. Vertical Ropes (single and double).	

	- Perform pushups standing and pushing against the wall, lying prone and pushing up from knees, and from the toes.		Books. 103: Mosston: pp. 253-286.	
	- Perform body turns.	- Instruct the pupil to support the body with the arms and the toes and to turn the body from front support to side support then back support, side, front, etc.	Equipment. Horizontal Bar. Stall Bar.	
	- Throw and catch medicine ball to himself and to a partner while standing and while seated.			
	- Climb on single vertical rope, double vertical rope.			
	- Hang on horizontal bars--"Walk" hands forward, backward, sidewards.	- Instruct the pupil to use different grips: . Forward grip. . Reverse grip. . Mixed grip.		
	- Perform bent arm hang.			
	- Perform angle stand pull-ups on stall bars.	- Instruct pupils to place hand above head and grasp stall bars, step up on stall bars with both feet on the same rung, start with arms and legs extended, pull chest toward stall bar.		
	- Hang on stall bars and pull chin to bar.			
	- Hang on the stall bars, swing the body from side to side.			
	- Pull up to standing position from the starting position of holding the bar and body at 45° angle to the ground.			
	- Work with a partner and push alternate hands forward offering resistance to the partner.	- Organize class for "reciprocal exercise" using partners.	STRENGTH	

SECTION FIVE - GOAL I - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Hold arm out steadily in a horizontal position as a partner pushes up and then down to offer resistance. - Bend elbows and hold arms out as a partner pushes up and then down to offer resistance.			
	Given an opportunity to practice activities which develop strength in the abdominals, the pupil can: - Lie on back, arms at sides, knees bent, lift head. - Perform abdominal curls. (Raise head, pull chin to chest gradually curling up to a situp). - Perform situps with knees bent. . And arms at the sides. . And arms folded across the chest. . And hands clasped behind head with elbows held back. . And holding a weight behind the head.	- Instruct the pupil to flex the knees and have a partner hold his feet to keep them on the floor. - Keep the number of repetitions to approximately 10. If more than 12 can be performed then more resistance should be applied, or a more difficult form of the exercise should be done. The pupil should be able to perform at least 8 repetitions, however, pupil should be observed for signs of fatigue.		

	- Perform a "V" sit on an inclined board. - Perform leg lifts with bent knee. . And twisting to each side. . And straightening the legs. . And twisting to each side.			
	Given an opportunity to practice activities which will increase strength in the back muscles, the pupil can: - Stand with feet apart, hands behind head, back straight, and lean forward with body parallel to the ground. - Lie on the abdomen, partner holding feet and: . Raise the head, chest, and extend arms to the side, rotating the thumbs up. . Raise the head, chest, and extend arms, diagonally, sideways and upward. . Raise the head, and chest with hands clasped behind the head elbows back. - Lie on the abdomen and raise right arm and left leg and raise left arm and right leg.	- Use stunts: . "Rainbow Arch". . "Swimmer". - Instruct the pupil to extend the body fully.	Books. 21: L.A. City: p. 14. STRENGTH	

SECTION FIVE - GOAL I - OBJECTIVE 2

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Lie on the abdomen and: . Raise the head, chest, and legs, with arms held close to the side. . Raise the head, chest, and legs, with arms held close to side and partner offering resistance by pushing gently on upper back and on legs.			
	Given an opportunity to practice activities which will develop the strength of the leg muscles, the pupil can:		Books. 21: L.A. City: p. 12. 52: Franklin: pp. 28-29, 38. 95: Logan: p. 46. Equipment. Chair.	
	- Raise the heels off the floor--then toes. (Toe-Heels Rock).	- Instruct the pupil to repeat the exercise 10 times. If the pupil can do this have him progress to the harder one legged exercise.		
	- Bend one knee and raise the heel of one foot off the floor.	- Instruct the pupil to hold on to a chair to maintain his balance.		
	- Perform continuous jumps with both feet together--then with feet apart. . Repeat.	- Instruct pupil that when he gains sufficient strength he should progress to knee bends on one leg.		
	- Extend arms forward and perform 1/2 knee bends with both legs.	- Incorporate the activities into games to provide and maintain interest and fun. . Encourage all to be active and to maintain the activity for increasing intervals of time.		

	- Hold chair or partner for balance and perform 1/2 knee bends one leg at a time. - Perform hops on one foot. - Perform standing long jump. - Perform jump and reach.	- Use stunts and games: . "Hop, Foot, Hop". . "Straddle Run". . "Hop on Left Foot". (Alternate with right foot). . "Hobble Hop on Left Foot". (Alternate with right foot). . "Long Jump". . "Hop Steps". . "Blind Hop Tag".		
	Given an opportunity to practice activities which develop the strength of the lateral hip and thigh muscles, the pupil can: - Stand and raise the leg to the side. - Lie on one side and: . Lift one leg as high as possible. . Lift both legs as high as possible. . Reverse for the other side.	- Instruct the pupil to keep the body straight, avoid any flexion of the hips.	STRENGTH	

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal I. Provide each pupil within the limits of his physical ability with an opportunity to participate in activities which will help him to develop, maintain, and improve the following components of fitness--cardio-respiratory endurance, muscular strength and power, muscular endurance, flexibility, as well as motor components which affect performance (agility, coordination, speed, and balance).

Objective 3. The pupil can show an increase in flexibility.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to increase the range of motion in the hip and back area, the pupil can:		Books. 95: Logan: pp. 25-31. 108: Physical Education Framework Committee: pp. 8, 10-11, 39-45.	
	- Sit with slightly flexed knees, trunk leaning forward, arm extended forward, and straighten the legs, without changing trunk and arm position.	- Encourage the pupil to stretch slowly and gently and to continue to stretch beyond the point of discomfort.		
	- Place hands flat on floor and attempt to straighten knees.	- Inform the pupil that some discomfort is essential if increased range of motion is to be attained.		
	- Touch alternate toes keeping knees straight.	- Teach the pupil to repeat each movement at least five times.		
	- Lie on back, arms at sides, palms flat on floor, roll legs and hips up until feet touch floor above head.	- Use warm-up exercises prior to stretching exercises to prevent injury.		

	Given an opportunity to increase the range of motion in the shoulder, back and neck area, the pupil can: - Twist shoulders and head approximately 90° either direction.	- Utilize stunts and tumbling activities to stretch back and shoulder area. - Teach pupil to stand arms distance from the wall and left or right shoulder to the wall. Extend arms and twist as far right (left) and touch the wall. A mark is made by a partner and pupil tries to improve his flexibility by twisting farther than the mark. A ruler could be fastened to the wall and actually measure the improvement in inches.		
	Given an opportunity to increase the range of motion in the waist area, the pupil can: - Lie on back, extend arms sideward, shoulder level, raise legs and twist turnk to the right side, lower legs to the floor on the right side, keeping the knees straight and hands on the floor. Repeat on the left side. - Standing, left arm raised overhead, palm toward head, slide right hand down outside of leg as far as possible, keeping body straight. Repeat for the other side.		FLEXIBILITY	

SECTION FIVE - GOAL I - OBJECTIVE 3

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to increase the range of motion in the shoulder, and chest area, the pupil can: - Stand facing a wall (preferably a corner) place hands at shoulder height and bend elbows and lean into wall. - Sit, raise elbows to shoulder height and bend elbows back by tightening upper back muscles.	- Encourage pupils to work in partners and to assist in the stretching by gently pulling or pushing.		

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal I. Provide each pupil within the limits of his physical ability with an opportunity to participate in activities which will help him to develop, maintain, and improve the following components of fitness--cardio-respiratory endurance, muscular strength and power, muscular endurance, flexibility, as well as motor components which effect performance (agility, coordination, speed, and balance).

Objective 4. The pupil can show an increase of agility, coordination, speed, and balance.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to participate in activities which will increase his agility, the pupil can:		Books. 27: Corbin: p. 282. 108: Physical Education Framework Committee: pp. 8, 10-11, 39-45. 120: Stein: pp. 11-14.	V
	- Start, stop, turn, twist.	- Teach the pupils games which emphasize starting and stopping, such as "Stop and Start".		
	- Perform on obstacle courses or maze runs.	- Set up an imaginative obstacle course. . Crawl through a tire. . Climb over climbing objects. . Roll on a mat. . Jump a line or rope. . Hop around a circle.		
	- Perform shuttle runs.	- Use a shuttle run as a relay. Pupil runs and retrieves one object and returns and retrieves a second object.	Equipment. Climbing Structures. Mats. Objects. Ropes. Tire	V
	- Jump and turn. . 1/4 turn. . 1/2 turn. . 3/4 turn. . Full turn.			
	- Perform mat rolls. . Longitudinal rolls. . Forward rolls. . Backward rolls.		FLEXIBILITY AGILITY	

SECTION FIVE - GOAL I - OBJECTIVE 4

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Perform various stunts. . Heel click. . Jump and slap heels (toes). . Up spring. . Human ball.			
	Given the opportunity to participate in activities that improve coordination, the pupil can: - Perform the jumping jack. - Perform forward stride jump. . Using cross lateral arm and leg movements. . Using unilateral arm and leg movements. . Changing from cross lateral to unilateral and reverse on signal. - Perform a jump and 1/2 turn. . To the right. . To the left. . Change direction on signal. - Lie on stomach, perform flutter kick with feet and overhand stroke with arms. (Swimming)	- Encourage the pupils to assume leadership in leading the activities. - Begin the activities slowly and gradually increase the speed. - Use stunts: . "Heel Click". . "Jack Knife". . "Three Man Roll". - Jump and turn into a marked area such as a ladder diagram. - Jump and turn using the diagram moving forward and alternating directions.	Books. 27: Corbin: pp. 266, 273, 274. Equipment. Ropes. Sticks. Records. 163: Music for Physical Fitness.	

	- Hold a rope or a stick in both hands, and jump forward and backward over the stick. - Perform side stride jump. . Jump with feet apart, together while arms swing over head and down to side.	- Instruct pupils to keep both hands on the stick and to keep a safe distance from each other. - Instruct pupil how to carry the stick.		
	Given an opportunity to participate in activities which can develop speed, the pupil can: - Sprint 25, 50, 75, 100 yards. - Pass an object (beanbag, ball) around a circle increasing the speed. - Skip, hop, jump, leap, slide, gallop, increasing the speed. - Move from sitting and a lying position to an upright position with the greatest possible speed.	- Use a stopwatch to encourage a pupil to try to increase his speed. - Encourage self improvement (self-competition). - Utilize relays to encourage increased speed. . Observe pupil fatigue and avoid over exertion. - Use a game, "Hit the Deck". - Establish boundaries to help guide the pupil as he moves.	Books. 27: Corbin: p. 281.	
	Given an opportunity to participate in activities that improve balance, the pupil can: - Stand on one foot holding foot in the air.	- Encourage the pupil to perform the activities with eyes closed as well as open. - Utilize small blocks for pupil to manipulate and balance.	AGILITY COORDINATION SPEED BALANCE	

SECTION FIVE - GOAL I - OBJECTIVE 4

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	- Stand on one foot and grasp the other foot behind the back with the hand, and: . Stand still. . Hop forward. . Hop backward. . Hop turning to the left and to the right.		Books. 27: Corbin: p. 298. 59: L. A. City: p. 19-20. Equipment. Balance Beam. Balance Board. Beanbag. Small Objects.	
	- Perform the tripod.	- Encourage the pupil to use both sides and all parts of his body to help him balance.		
	- Perform the frog hand stand.			
	- Stand on one foot lean forward, body parallel to floor, raise the other foot as high as possible behind the body, hold arms straight out to sides of body.			
	- Stand on top of a balance beam and walk.	- Encourage the pupil to balance first on a flat surface and then on a raised surface.		
	- Stand on top of a balance board and bend, stretch. Catch a bean bag, etc.	- Instruct the pupil to balance in a stationary position and then in a moving position.		
	- Stand on one foot, extend arms at chest level and swing other leg forward and backward as high as possible.			

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal II. Provide activities that will develop in each pupil an understanding and appreciation of fitness and how it can be acquired and maintained.

Objective 1. The pupil can assess his own fitness level.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to measure and record his own progress, the pupil can: - Participate in a physical fitness test program adapted to his physical limitations. - Record his fitness scores for his own individual use. - Maintain his own records and keep track of his progress. - Use the records to plan his fitness activities. - Re-assess his activities as he improves.	- Select a test program to be used, such as . Youth Fitness Test developed by the American Association of Health, Physical Education and Recreation. . California Physical Performance Test. . Physical Fitness and Proficiency Test of the Amateur Athletic Union. - Provide for and establish for the pupil an individual record form for his own record keeping. - Instruct pupil to keep records of his progress by noting the level he begins with and his attainment as he progresses. - Emphasize that the pupil is competing with himself in order to improve.	Books. 15: Buell: pp. 140-146. 108: Physical Education Framework Committee: pp. 42-45. BALANCE FITNESS LEVEL	

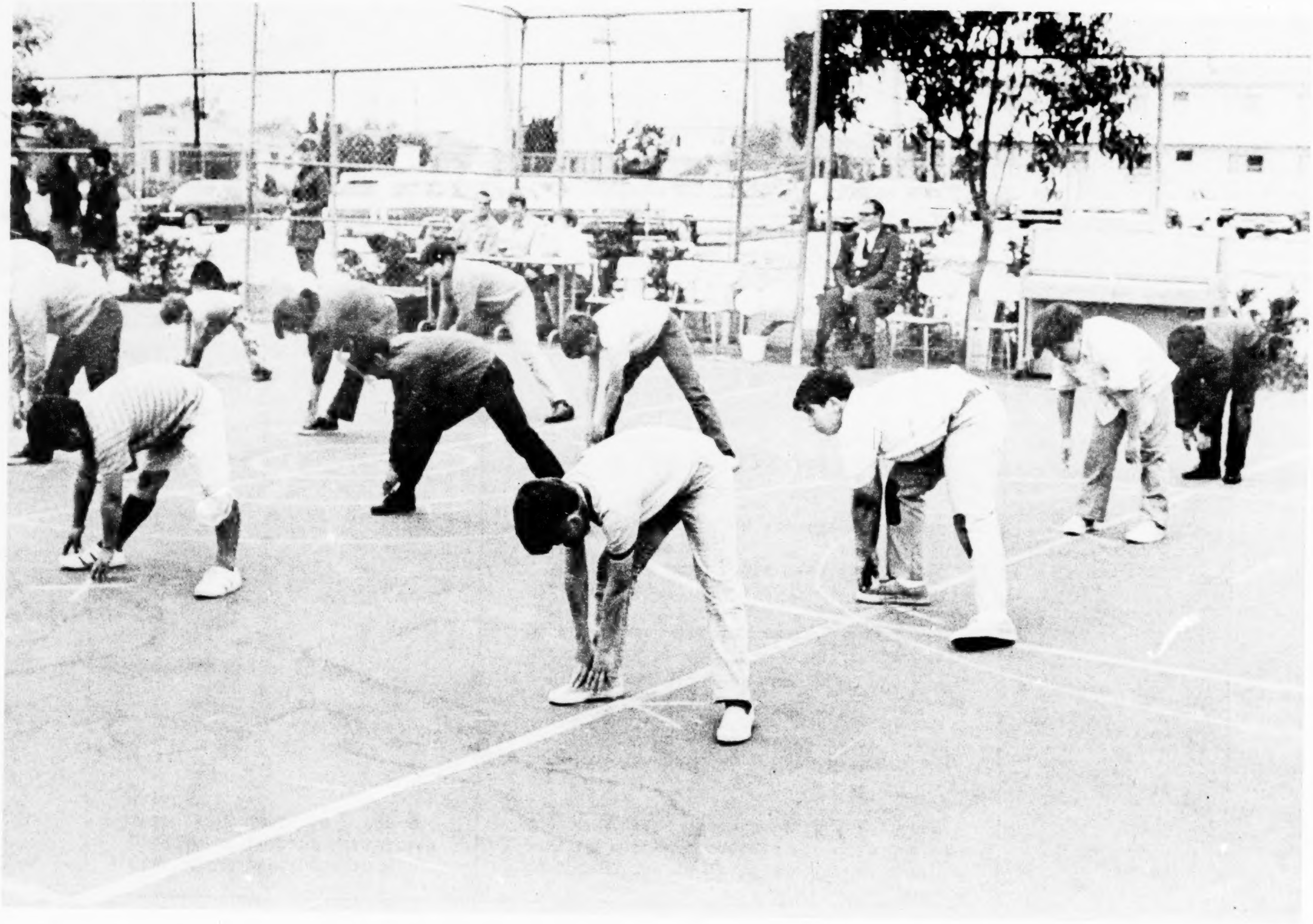
SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

Goal II. Provide activites that will develop in each pupil an understanding and appreciation of fitness and how it can be acquired and maintained, despite the presence of a limiting physical condition.

Objective 2. The pupil can understand the nature of, the acquisition of, and the maintenance of physical fitness.

Levels	Sequences - Teaching Progressions	Suggestions for Lesson Implementation	Source Materials	Codes
	Given an opportunity to discuss and experiment with the components of fitness, the pupil can: - Identify the components of fitness. . Endurance. - Cardio-respiratory. - Muscular. . Strength. . Flexibility. . Agility. . Speed. . Coordination. . Balance. - Determine how the components of fitness can be developed.	- Instruct the pupil in the importance of . Resistance - Strength is improved by working against resistance. . Overload principle - A muscle must be overloaded in order to build strength. Muscular strength is increased as resistance to the action is increased progressively. . Repetitions - Muscular endurance is improved by forcing the muscles to repeat the same movement again and again against relatively low resistance. Real fatigue should be shown by the student. Repetitions should be fast enough to produce fatigue in a relatively short time. . Flexibility is improved and maintained by moving the body segments through their full range of movement. . Cardio Respiratory endurance is improved and maintained by vigorous activity. The activity must increase the pulse rate and raise body heat.	Books. 15: Buell: pp. 140-146. 27: Corbin: pp. 167-177. 95: Logan: pp. 1-65.	
	- Choose the activities which will best develop the specific fitness and components.	- Encourage and help the pupil to draw conclusions concerning the various aspects of fitness.		

	- Plan and participate in a program of fitness activities which will meet his needs and capabilities.	- Encourage the pupil to develop an exercise program that encompasses the main muscle groups - back, abdominals, thighs, legs and arms. - Encourage each pupil to choose exercises to develop the muscle areas which are below the standard.		
	- Evaluate his progress.	- Organize the group so that each has a partner and as one exercises, the other decides which muscles he is using. - Teach the pupil that: . The muscle that feels hard is the one that is working. . The working muscles are the ones that get stronger.		
	- Replan on the basis of the evaluation.	- Encourage each pupil to keep a record of his progress.		



RESOURCE MATERIALS

BOOKS:

1. AAHPER. Youth Fitness Test Manual. Revised edition 1965. Washington, D. C.: N. E. A., 80 pp.

Contains a battery of tests designed to measure the physical fitness of boys and girls in grades five to twelve. Norms are given.

2. Alameda County Schools. The Development of Basic Motor Skills. Hayward, Calif.: Alameda County Schools Dept., 1968. 59 pp.

Contains information on program planning, motor skill development, and perceptual-motor learning.

3. American National Red Cross. Swimming and Water Safety. Washington, D. C.: American National Red Cross, 1968. 142 pp.

Provides information useful to all persons interested in water safety. A textbook used in Red Cross swimming courses for instructors.

4. ________. Swimming for the Handicapped-Instructors Manual. Washington, D. C.: American National Red Cross, 1960. 67 pp.

Gives an overview of swimming for the handicapped. Contains specific recommendations for various types of handicaps. Written for teacher-use with emphasis on effective teaching methods.

5. Anderson, Marion, et al. Play With a Purpose. New York: Harper and Row, Publishers. 1966. 549 pp.

Contains excellent activities for elementary physical education.

6. Armbruster, David, et al. Swimming and Diving. 4th Edition, St. Louis, Missouri: C. V. Mosby Co., 1963. 352 pp.

Contains materials for the beginning coach and competitor as well as advanced performers. The most complete and technically accurate volume on beginning and competitive swimming. Illustrated throughout with excellent quality drawings.

7. Arnheim, Daniel D., et al. Principles and Methods of Adapted Physical Education. St. Louis, Missouri: C. V. Mosby Co., 1969. 419 pp.

Includes both the theoretical and the practical. Efforts have been made to reinforce the theoretical with examples from the practical. Very complete in scope.

8. Ashton, Dudley. Rhythmic Activities K-6. Washington, D. C.: AAHPER - N. E. A., 1964. 59 pp.

Presents good ideas for lessons.

9. Barsh, Ray. Achieving Perceptual-Motor Efficiency. Washington, D. C.: Special Child Publications, 1967. 365 pp.

Presents a model for curriculum organization with emphasis upon the child with special problems in learning; gives suggestions to help the child achieve the highest possible level of perceptual-motor integration.

10. Boys' Physical Education Teaching Guide. Junior and Senior High Schools. Los Angeles City Unified School District: Division of Instructional Services, Publication No. SC-585, 1960. 340 pp.

Guides teachers and department chairmen in planning curriculum for the schools; gives methods as well as a description of techniques and suggests appropriate grade levels for specific skills.

11. Braley, William, et al. Daily Sensorimotor Training Activities. New York: Education Activities, 1968. 197 pp.

Presents activities useful for the teaching of sensory acuity and of motor and movement skills.

12. Brown, Camille; and Cassidy, Rosalind. Theory in Physical Education. Philadelphia: Lea and Febiger, 1963. 244 pp.

Bridges the gap between the traditional aspects of physical education and the newer concepts of human movement.

13. Brown, R. L.: and Ober, D. K. Complete Book of High School Wrestling. Pennsylvania: Prentice-Hall, 1962. 211 pp.

Contains comprehensive coverage of fundamentals of wrestling. Illustrated with sequence photographs.

14. Brown, Richard L. Teaching Progressions for the Swimming Instructor. Washington, D. C.: A. S. Barnes Co., 1948. 160 pp.

Contains very detailed material on methods and techniques for use by the instructor in teaching the fundamentals of swimming.

15. Bucher, Charles A. Physical Education for Life. St. Louis, Missouri: Webster Division, McGraw Hill, 1969. 312 pp.

Contains the basic concepts underlining the importance of physical activity as well as various activities, games, and sports.

16. Buell, Charles E. Physical Education for Blind Children. Illinois: Charles C. Thomas, Publisher. 1966. 224 pp.

Describes a program of a vigorous physical education program including games, sports, races, relays, and contests.

17. Bureau of Elementary Education - State Department of Education. Teachers Guide to Education in Early Childhood. Sacramento, Calif.: California State Department of Education, 1956. 753 pp.

Contains coverage of content taught in K, 1-3.

18. ________. Teacher's Guide to Education in Later Childhood. Sacramento, California: California State Department of Education, 1957. 615 pp.

Covers content taught in Grades 4-6.

19. Carlson, Bernice Wells; and Ginglend, David. Play Activities for the Retarded Child. New York: Abingdon Press, 1961. 244 pp.

Presents a program of games, crafts, and musical activities to aid mental, social, physical,and language development.

20. Cherebetui, Gabriel. Volleyball Techniques. Hollywood, California: Creative Sports Books, 1969. 140 pp.

Explains advanced methods for teaching fundamentals for top flight volleyball play.

21. Children In Action - A Kindergarten Fitness Program. Los Angeles City Unified School District: Division of Instructional Services, Publication No. EC-81. 1964. 20 pp.

Includes activities which have been selected for promoting physical fitness for young children.

22. Children In Action - A Primary Fitness Program. Los Angeles City Unified School District: Division of Instructional Services, Publication No. EC-82. 1964. 40 pp.

Includes activities which have been selected for their effectiveness in promoting physical fitness for the primary grades.

23. Clark, Carol E. Rhythmic Activities for the Classroom. New York: The Instructor Publications Inc., 1969. 48 pp.

Contains teaching suggestions for the teacher to encourage a child's rhythmic responses and creative development.

24. Clure, Beth and Rumsey, Helen. Me. Glendale, Calif.: Bowmar Publishing Corp., 1969. 22 pp.

Depicts the child and his body image and is one of "The Manipulative Books Series" written for young children.

25. ________. Through The Day. Glendale, Calif.: Bowmar Publishing Corp., 1969. 22 pp.

Depicts the child and his activities and is one of "The Manipulative Books Series" written for young children.

26. Cohen, Harlan. Power Volleyball Drills, Hollywood, California: Creative Sports Books. 1968 Edition. 60 pp.

Contains comprehensive drills for all types of volleyball skills.

27. Corbin, Charles. Becoming Physically Educated in the Elementary School. Philadelphia: Lea and Febiger, 1969. 376 pp.

Presents a basic understanding of what children need to learn in the elementary school and aids the teacher in selecting physical education experiences which will produce the desired learning.

28. Cratty, Bryant J. Developmental Games for Physically Handicapped Children. Palo Alto, Calif.: Peek Publications, 1969. 52 pp.

Contains games and stories suitable for physically handicapped children. Includes sensory-motor stories, swing-ball games, string-ball games, and wheelchair games.

29. ________. Developmental Sequences of Perceptual Motor Tasks. New York: Educational Activities Inc., 1967. 88 pp.

Contains appropriate movement activities for neurologically handicapped and mentally retarded children.

30. ________. Learning and Playing. New York: Educational Activities Inc., 1968. 64 pp.

Consists of "Fifty Vigorous Activities for the Atypical Child." The activities are simple, encourage the child to think, and result in vigorous action, and are arranged in order of difficulty. Equipment is kept to a minimum.

31. ________. Movement, Perception, and Thought. Palo Alto, Calif.: Peek Publications, 1969. 77 pp.

Supports the premise that movement may be incorporated effectively into educational programs in many ways. Contains manual activities, movements of the limbs, total body movements,and combinations of movements.

32. ________. Trampoline Activities for Atypical Children. Palo Alto, Calif.: Peek Publications, 1969. 54 pp.

Contains suggestions, activities and teaching approaches and methods for the trampoline.

33. Corrective Physical Education-Teaching Guide for Junior and Senior High Schools. Los Angeles City Unified School District: Division of Instructional Services, Publication No. SC-566. 1958. 400 pp.

Suggests and recommends suitable activities for each pupil. Includes a wide range of activities to meet the various developmental characteristics and capacities of boys and girls in junior and senior high schools.

34. Council for National Cooperation in Aquatics and AAHPER. A Practical Guide for Teaching The Mentally Retarded to Swim. Washington, D.C.: AAHPER, 1969. 152 pp.

Includes a comprehensive statement of how and what to teach about swimming to mentally retarded children. Contains progressions, methods, illustrations, and drawings.

35. Counsilman, James. Science of Swimming. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1968. 457 pp.

Analyzes principles of swimming with detailed material in how to swim each of the strokes. Very well illustrated with drawings, charts, and photographs.

36. Course of Study for Elementary Schools. 1964. Revision. Los Angeles City Unified School District: Division of Instructional Services, Publication No. 375. 472 pp.

Clarifies areas of instruction and provides a guide for planning classroom activities and experiences.

37. Crume, Marion. Let Me See You Try. Glendale, Calif.: Bowmar Publishing Corp., 1968. 26 pp.

Encourages the child to try new tasks in motor and movement skills by the use of the movement exploration approach; a book from the "Early Childhood Series."

38. ________. Follow the Leader. Glendale, Calif.: Bowmar Publishing Corp., 1968. 24 pp.

Depicts children reinforcing language development as well as participating in motor activities; a book from the "Early Childhood Series."

39. Dauer, Victor. Dynamic Physical Education for Elementary School Children. Minnesota: Burgess Publishing Co., 1969. 392 pp.

Contains comprehensive coverage of physical education activities and methodology for the elementary school. Includes suggestions for movement experience and the problem-solving approach to learning.

40. De Santis, Gabriel J. and Smith, Lester. Programmed Activities for Grades K-6. Ohio: Charles E. Merrill Publishing Co., 1969. 800 pp.

Contains 800 portable programmed color-coded activity cards for the elementary grades and a 110 page Program Guide. Was written for the Educational Research Council of American Physical Education Program. (ERCAPEP).

41. Rigby, George. Baseball for Boys. Chicago: Follett Publishing Co., 1960. 96 pp.

Gives a comprehensive coverage on skills and rules of baseball for pupil use. A part of the series: "All Star Sports Books."

42. Division of Girls' and Womens' Sports. Soccer-Speedball Guide. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1968-1970. 140 pp.

Contains many articles which are helpful for the teacher. The "official" rule book for girls' sports.

43. Dougherty, J. Kenneth. Modern Track and Field. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953. 557 pp.

Gives a comprehensive coverage on track and field activities.

44. Drury, Blanche Jessen, and Molnár, Andrea Bodó. Gymnastics for Women. Palo Alto, Calif.: The National Press, 1964. 198 pp.

Contains the information necessary for a complete gymnastics program; includes activities using hand apparatus.

45. Espenschade, Anna S., and Eckert, Helen M. Motor Development. Columbus, Ohio: Charles E. Merrill Books Inc., 1967. 280 pp.

Contains information covering motor development and motor performance ranging from the period of growth to the period of decline.

46. Fait, Hollis F. Physical Education for the Elementary School Child. Philadelphia: Penn. W. B. Saunders Co., 1964. 930 pp.

Presents comprehensive coverage of elementary physical education including aquatics. Contains good games for overcoming fear of the water.

47. Fleishman, Edwin A. The Structure and Measurement of Physical Fitness. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964. 207 pp.

Contains information on evaluation of fitness and on the planning and directing of fitness programs.

48. Folk Dances for Junior High School Girls. An Instructional Bulletin. Los Angeles City Unified School District. Division of Instructional Planning and Services. Publication No. SC-647. 1968. 154 pp.

Presents directions for dances. Material is grouped according to grade levels and arranged according to grade levels and arranged according to basic dance steps. Suggests sources for phonograph records.

49. Folk Dances for Senior High School Girls [illegible] Instructional Bulletin. Los Angeles Cit[illegible]ed School District. Division of Instruction[illegible]anning and Services. Publication No. SC-652. 1968. 142 pp.

Presents descriptions, background information and directions for dances. Material is organized by countries and classified according to level of difficulty.

50. ________. Follow the Leader. Elgin, Illinois: David C. Cook Publishing Co., 1960. 15 pp.

Contains a collection of action rhymes for children. The children may imitate and pantomime animals, objects, and people that are portrayed in the rhymes.

51. Foster, Mildred, and Vannier, Mary Helen. Teaching Physical Education in Elementary Schools. Southern Methodist University: W. B. Saunders Co., 1968. 460 pp.

Presents a comprehensive coverage of physical education in the elementary school. Includes content and methods. Well illustrated.

52. Franklin, C. C. and Freebury, William H. Diversified Games and Activities of Low Organization for Mentally Retarded Children. Illinois: Southern Illinois University, 1965. 70 pp.

Contains a collection of games and activities suitable for pupils at the beginning developmental levels as well as those who are mentally handicapped.

53. Frostig, Marianne. Move-Grow-Learn. Chicago: Follett Education Corp., 1969. 168 cards - (64 pp. in Teachers' Manual).

Presents a movement education program to aid and to improve the physical, creative, and perceptual development. The 168 activities are printed on color-coded 4" x 6" cards. The material is based on the contents of "Movement Education: Theory and Practice", by the same author.

54. Gary, Charles L. The Study of Music in the Elementary School. Washington, D. C.: 1967. 166 pp.

Presents a conceptual approach to music. It supports the belief that the understanding of music will build greater and longer lasting appreciation. The purpose was to provide resource materials in music for elementary teachers.

55. Gesell, Arnold, and Ilg, Frances L. The Child From Five to Sixteen. New York: Harper and Brothers, 1946. 475 pp.

Analyzes the growth and behavior characteristics of the child from ages 5 to 10 years of age.

56. Gessell, Arnold, et al. Youth - The Years From Ten to Sixteen. New York: Harper and Brothers, 1965. 542 pp.

Traces the development of the behavior of youth from 10 to 16 years of age.

57. Gilliom, Bonnie Cherp. Basic Movement Education for Children. Rationale and Teaching Units. Massachusetts: Addison-Wesley Publishing Co., 1970. 244 pp.

Provides an individual approach to instruction and includes a progression of skills from the simple to the complex.

58. Girls' Physical Education Teaching Guide. Los Angeles City Unified School District: Division of Instructional Planning and Services, Publication No. SC-563. 1958. 310 pp.

Guides teachers and department chairmen in planning curriculum for their schools. Suggests appropriate grade levels for specific skills.

59. Gymnastics, Stunts, and Tumbling. Los Angeles City Unified School District. Division of Instructional Services. Publication No. SC-32. 1966. 137 pp.

Contains stunts and tumbling activities for mats and apparatus, including parallel bars, side horse, and balance beam.

60. Hackett, Layne. Movement Exploration and Games for the Mentally Retarded. Palo Alto, California: Peek Publications. 1970. 120 pp.

Contains activities for the mentally retarded.

61. Hackett, Layne C., and Jenson, Robert G. A Guide to Movement Exploration. Palo Alto, Calif.: Peek Publications, 1967. 74 pp.

Discusses movement exploration as a method of teaching basic motor and movement skills.

62. Halsey, Elizabeth, and Porter, Lorena. Physical Education for Children. New York: Holt, Rinehart and Winston, 1963. 449 pp.

Gives suggestions for teachers who are concerned with the planning and improvement of programs in physical education--based on sound principles of child growth and development.

63. Hatcher, Caro, and Mullin, Hilda. More Than Words-Movement Activities for Children. Pasadena, Calif.: Parents-For-Movement Publication, 1967. 61 pp.

Contains types of movement activities particularly suited to the very young child.

64. Hayden, Frank. Physical Fitness for the Mentally Retarded. Ontario, Canada: Metropolitan Toronto Association for Retarded Children, 1964. 47 pp.

Guides the teacher in selecting activities and planning programs for the mentally retarded. The theory presented is simple and brief and non-technical. Covers motor ability, and body mechanics, as well as physical fitness.

65. Health in the Elementary Schools. Los Angeles City Unified School District: Division of Instructional Planning and Services, Publication No. EC-201. 1959. 360 pp.

Gives specific suggestions concerning the classroom phase of the school health program and includes teaching sequences and methods.

66. Holl, Adelaide. Finger Plays. New York, N.Y.: Golden Press, 1964. 24 pp.

Contains twenty-three easy to remember verses which may be acted out with finger and hand motions, and in pantomime. They range from quiet games to vigorous action rhymes.

67. Hunt, Valerie. Recreation for the Handicapped. New York: Prentice-Hall, Inc., 1955. 340 pp.

A brief description of the various disabilities including a variety of appropriate recreational activities for the handicapped.

68. Hyde, George. Water Stunts. New York, N.Y. Boys' Clubs of America. 1945. 28 pp.

Contains a variety of water stunts as used in swimming progressions of Boys' Club of America.

69. Individualized Motor-Perceptual Skills Committee. Improving Motor-Perceptual Skills. Corvallis, Oregon. Continuing Education Publication. 1970. 124 pp.

Contains activities in the area of perceptual-motor learning which may enhance the pupils' learning in the other areas.

70. Irwin, Leslie, et al. Foundations for Fitness. Chicago: Lyons and Carnahan, 1967. 288 pp.

Contains a comprehensive coverage of the aspects of fitness and other related areas of health. It is VolumeVII of the "Dimensions in Health Series" and written for the adolescent pupil.

71. Jaynes,Ruth. Watch Me Outdoors. Glendale, Calif.: Bowmar Publishing Corp., 1968. 24 pp.

Shows a child working in a sandbox; a book from the "Early Childhood Series".

72. Johnson, Perry B., et al. Physical Education: A Problem-Solving Approach to Health and Fitness. New York: Holt, Rinehart, Winston, 1966. 486 pp.

Stresses the "why" of physical education and the concept that health and fitness are highly individual and must emerge from the problem-solving process and from an extensive body of knowledge.

73. Johnson, Warren and Umbach, Arnold. Successful Wrestling. Alabama-Boston, Massachusetts: C. V. Mosby, 1953. 256 pp.

Covers amateur wrestling completely with emphasis on pictorial analysis of manuevers, and the role of wrestling in education.

74. Joint Committee of the American Medical Association and the American Association of Health, Physical Education, and Recreation. Exercise and Fitness. Chicago: A. M. A., 1964. 5 pp.

Contains a statement on the contributions of exercise to fitness.

75. Joint Committee from AAHPER. Knowledge and Understanding in Physical Education. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969. 124 pp.

Defines the body of knowledge contained in the subject area of physical education, and arranges the concepts into a progresssion from the simple to the complex.

76. Joint Committee of the Lifetime Sports Education Project and the Project on Recreation and Fitness for the Mentally Retarded. Physical Activities for the Mentally Retarded. Ideas for Instruction. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1968. 138 pp.

Contains ideas for instruction in fundamental motor activities, including: net, racket and paddle activities; rolling, pushing, throwing, and catching activities; and striking and kicking activities. Contains excellent teaching ideas.

77. Joint Committee of the California Music Education Association, and Music Committee of the California Association for Supervisory Curriculum Development. Teachers Guide to Music in the Elementary School. Sacramento, Calif.: California State Department of Education, 1963. 149 pp.

Includes teaching suggestions and ideas for their implementation into various types of music lessons.

78. Jones, Perry T. (ed). Handbook for Tennis Class Organization. Southern California: The Youth Tennis Foundation of Southern California in cooperation with the Los Angeles City Board of Education, 1961. 35 pp.

Suggests a variety of ways a teacher can teach tennis to a large group with limited facilities. Contains fundamentals and accessory devices to assist the pupil in learning.

79. Juba, W. J. Instructions to Young Swimmers. London, England: Museum Press, 1965. 128 pp.

Provides swimming instructions for back, front, breast, and dolphin strokes.

80. Keller, Val. Point, Game and Match. Hollywood, Califoria: Creative Sports Books, 1968. 98 pp.

Contains championship volleyball techniques. Good book for high level competitive volleyball.

81. Kiphuth,Robert, and Burke, Harry M. Basic Swimming. New Haven, Connecticut: New Haven Yale Press, 1950. 125 pp.

Contains beginning and advanced swimming skills profusely illustrated with underwater photographs.

82. Kephart, Newell C. The Slow Learner in the Classroom. Columbus, Ohio.: Charles E. Merrill Books, Inc. 1960. 292 pp.

Contains information on perceptual-motor development with special emphasis on the needs of the slow learner.

83. Kirchner, Glenn. Physical Education for Elementary School Children. Dubuque, Iowa: William C. Brown & Co., 1970. 679 pp.

Contains a comprehensive coverage of physical education activities for Kindergarten through Grade Six.

84. Klasen, Edith. Audio-Visuo-Motor Training. Palo Alto, California. Peek Publications, 1970. 69 pp.

Contains a manual and 50 pattern cards to help develop visual motor perception.

85. Landis. Betty, and Boardman, Eunice. Exploring Music. New York: Holt Rinehart and Winston, Inc., 1966. 1-6 pp.

Covers the basic music fundamentals for the elementary school, one of a series.

86. Lanoue, Fred. Drownproofing. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. 112 pp.

Presents a detailed exposition of the authors method of quiet floating as a means of lifesaving through staying afloat for long periods of time.

87. Larcom, G., and Ulen, H. The Complete Swimmer. New York: The Macmillan Co., 1949. 224 pp.

Gives general coverage of basic strokes with emphasis on how the individual learns.

88. Latchaw, Marjorie, and Egstrom, Glen. *Human Movement*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969. 337 pp.

Contributes to the child's understanding of concept formation in the areas of human movement and biologic development by presenting scientific information that may be acquired by the child through participation in movement activities.

89. Latchaw, Marjorie, and Pyatt, Jean. *A Pocket Guide of Dance Activities*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958. 234 pp.

Gives many rhythmic experiences, free rhythms, modern dance, and folk, etc. Good listings in evaluative check list--behavioral terminology.

90. *Learning to Move-Moving to Learn*. Los Angeles City Unified School District: Division of Instructional Planning and Services, Pub. No. EC-260, 1968. 122 pp.

Deals with the movement exploration and discovery approach to teaching motor and movement skills.

91. Leighton, Harry. *Tennis*. Instructor's Guide. Illinois: The Athletic Institute, 1958. 62 pp.

Gives an organized approach to teaching the fundamental skills of playing tennis. Photographs and drawings illustrate teaching methods, drills and techniques.

92. L'Heureux, Bill. *Hockey for Boys*. Chicago: Follett Publishing Co., 1962. 96 pp.

Gives comprehensive coverage on skills and rules of hockey for pupil use. A part of the series: "All Star Sports Books."

93. Lipovetz, Ferd J. *Swimming, Diving, and Water Sports*. La Crosse, Wisconsin: Burgess Publishing Co., 1951. 169 pp.

Gives comprehensive coverage for teachers. A handbook on the teaching and coaching of swimming and water safety.

94. Loewendahl, Evelyn. *Exercises for the Mentally Retarded*. Pennsylvania: A.C. Croft, Inc., 1967. 8 pp.

Contains basic background in interpreting physical levels of motor growth and development in the mentally retarded child, shows the skeletal and nerve muscles for each growth level, and describes the exercise and physical activities to attain various objectives.

95. Logan, Gene A., and Wallis, Earl L. *Exercise for Children*, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1966. 65 pp.

Outlines a functional program of developmental exercises for children.

96. Loken. Newton C. and Willoughby, R.J. *Complete Book of Gymnastics*. Michigan: Prentice-Hall, Inc., 1969. 212 pp.

Presents comprehensive coverage of gymnastics at beginning, intermediate and advanced levels.

97. Lowman, Charles et al. Corrective Physical Education for Groups. New York: A. S. Barnes and Co., 1928. 521 pp.

Includes the theory and schedules of exercises with suggestions for the implementation of the program. A theoretical and practical guide for teachers and students in the area of physical education.

98. Mann, Matt. Sports Illustrated Book of Swimming. Philadelphia, Pennsylvania: Lippincott. 1961. 90 pp.

Describes how to swim the front and back crawl and the breast stroke.

99. Mann, M., and Fries, C., Swimming Fundamentals. New York: Prentice-Hall, Inc., 1940. 120 pp.

Gives a thorough and useful coverage of how to teach swimming to individuals and groups. Includes methods for teaching very young children.

100. Meeting Physical Fitness Needs - A Games and Fitness Program: Grades 3,4,5,6. Los Angeles City Unified School District: Division of Instructional Planning and Services, Pub. No. EC-67. 1963. 22 pp.

Combines game unit activities, with fitness activities.

101. Meyer, Margaret H., and Schwarz, Marguerite M. Team Sports for Girls and Women. Philadelphia: W. B. Saunders Co, 1951. 422 pp.

Gives comprehensive coverage on team sports. Covers basketball, hockey, soccer, softball, speedball, and volleyball.

102. Miller, Donna M., and Ley, Katherine. Individual and Team Sports for Women. New York: Prentice-Hall, Inc., 1955. 502 pp.

Includes comprehensive coverage of individual and team sports for women. A guide for both the inexperienced and experienced performer and teacher.

103. Mosston, Muska. Developmental Movement. Columbus, Ohio: Charles E. Merrill Book, Inc., 1965. 317 pp.

Presents various movements necessary to achieve total physical development. The movements are arranged in sequence to aid in meeting individual needs.

104. Murray, Ruth Lovell. Dance in Elementary Education. New York: Harper and Brothers, 1953. 342 pp.

Gives methodology, aids in teaching rhythm skills, but omits dance descriptions. Helps the elementary classroom teacher.

105. Mursell, James L., et al. Music Through the Day. Book I. Sacramento, California: California State Department of Education, 1958. 155 pp.

Contains music and activities for young children and is part of the "Music for Living" series.

106. Nagel, Charles, and Moore,Fredricka. Skill Development Through Games and Rhythmic Activities. Palo Alto, California: The National Press, 1966. 310 pp.

Includes analysis of basic movement skills along with related games and activities.

107. Paterson, Ann (ed). Team Sports for Girls. New York: Ronald Press Co., 1958. 396 pp.

Presents techniques for teaching team sports to junior and senior high school girls. A compilation of articles written by a variety of persons.

108. Physical Education Framework Committee. Physical Education Framework for California Public Schools. Kindergarten Through Grade Twelve. (Tentative). Sacramento, California. 1969. 70 pp.

Contains information for the planning and development of a comprehensive physical education program. Includes sections on the foundations for physical education, the purposes and objectives, and identification of pupil needs, suggestions for meeting pupil needs, and conditions needed to attain optimal learning in physical education.

109. Physical Education-Rhythmic Activities-Teaching Guide, Grades 3,4,5,6. Los Angeles City Unified School District: Division of Instructional Services, Publication No. EC-198, 1958. 248 pp.

Designed to help teachers understand the rhythms program and how it can provide developmental, purposeful, and creative experiences. Includes ideas on how rhythms can be integrated with other learnings.

110. Physical Education Teaching Guide. K-1,2. Los Angeles City Unified School District: Division of Instructional Services, Publication No. 472, 1957. 289 pp.

Presents selections of physical education activities.

111. Physical Education Teaching Guide, Grades 3,4,5, 6. Los Angeles City Unified School District: Division of Instructional Services, Publication No. 537, 1961. 373 pp.

Contains information to help in the planning of instruction in skills, activities, and games.

112. Pomeroy, Janet. Recreation for the Physically Handicapped. New York: The Macmillan Co., 1964. 382 pp.

Indicates the need for recreation, the principles that should underlie recreational programs, and some procedures that have been effective. The publication is the result of an increasing awareness of the needs of the handicapped.

113. Proceedings from the American Association of Health, Physical Education, and Recreation Symposium. Perceptual-Motor Foundations: A Multi-Disciplinary Concern. Washington, D. C.: American Association for Health, Physical Education and Recreation. 1969. 174 pp.

Contains topics covering the wide area of perceptual motor learning including the influence of growth and development, early education, and the development of perceptual mechanisms, and motor activity.

114. Rajki, Bela. Technique of Competitive Swimming. Budapest, Hungary: University Print House, 1956. 89 pp.

Gives detailed coverage of styles and techniques of swimming and competitive strokes: crawl,breast, butterfly, and back-stroke. Many sequences of photographs.

115. Roach, Eugene G., and Kephart, Newell C. The Purdue Perceptual-Motor Survey. Columbus, Ohio: Charles E. Merrill Books Inc., 1966. 82 pp.

Provides information which can be used to identify children who need help in perceptual-motor learning.

116. Schneider, Herman, and Schneider, Nina. How Your Body Works. New York: William R. Scott, Inc., MCMXLIX. 160 pp.

Deals with the body and how it works. Includes experiments for pupil use to reinforce the concepts.

117. Schurr, Evelyn. Movement Experiences for Children. New York: Appleton-Century Crofts, 1967. 569 pp.

Provides a comprehensive guide to the planning and implementing of a developmental physical education program. Contains information on current trends, references, and activities.

118. Seaton, Don C., et al. Physical Education Handbook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969. 432 pp.

Includes a brief history of a variety of sports, a description of the nature of the games, selection and care of equipment, basic rules, techniques, and fundamentals, strategy, safety hints, playing courtesies, and terminology.

119. Stanley, D. V., and Waglow, I. F. Physical Education Activities Handbook. Florida: Allyn and Bacon, 1962. 270 pp.

Gives a condensed presentation of fundamentals of wrestling for school use.

120. Stein, Joe. Head Over Heels. Campbell, California: Enrichment Materials Co., 1967. 34 pp.

Contains a progression in stunts and tumbling activities arranged from the simple to the complex.

121. Swimming and Water Safety. New York Board of Education, 1968. 64 pp.

Contains sequences of content and suggested teaching methods. A curriculum bulletin for New York City Public Schools.

122. Taylor, Z. Ann and Sherrill, Claudine. A Health-Centered Core Curriculum for Educationally Handicapped Children. Palo Alto, California. Peek Publications, 1970. 130 pp.

Contains activities to teach basic concepts and to develop perceptual-motor skills.

123. Teacher Resource Material for Folk Dance. An Instructional Bulletin. Los Angeles City Unified School District. Division of Instructional Planning and Services. Publication No. SC-651. 1968. 44 pp.

Provides information about methods of organizing basic dance steps and patterns, and a section on recreational folk dance.

124. Torney, John A. Swimming. New York: McGraw-Hill Book Co., 1950. 315 pp.

Covers swimming in a comprehensive manner, includes beginning, advanced, and related skills. Methods and teaching of special skills included. A book for teachers.

125. Van Hagen, Winifred, et al. Physical Education in the Elementary School. Sacramento, California: California State Department of Education, 1951. 1008 pp.

Guides elementary school teachers and supervisors in conducting physical education programs; covers the planning, organization, and activities suitable in grades 1-8.

126. Vannier, Mary Helen; Poindexter, Hally-Beth. Individual and Team Sports for Girls and Women.

Presents individual and team sports, the role they play, and methods for teaching these activities. Excellent overview of swimming and diving in Chapter 10.

127. Workshop Planning Committee for AAHPER Conference. Learning Through Movement. Hayward, California: Alameda County School District, 1969. 53 pp.

Covers a wide range of activities including ideas for square dance, challenge course equipment, games progression, the stegel, physical fitness through rope jumping, motor perceptual activities, and dances. It has descriptive lesson plans, instructional sequences, and sources for materials.

128. Xanthos, Paul J. Tennis. A Pictorial Guide for Teachers. Los Angeles, California: Xanthos, 1963. 120 pp.

Presents a plan for teaching tennis to groups. This volume is a guide for teaching in a school situation. There are many innovative and original ideas useful to the teacher.

129. YMCA. YMCA Swimming Manual. Canada: YMCA Council, 1964. 72 pp.

Contains a description of the swimming program for YMCA. It is the basic swimming manual for YMCA-Canada.

PICTURES:

130. Motor Perceptual Learnings. Early Childhood Series Set A. Glendale, Calif.: Bowmar Publishing Corp., 1968. 8 pictures.

Consists of large full color photographs of children in actual situations; teaching suggestions included.

PHONOGRAPH RECORDS:

131. Activity Play Songs.
Volume 5. Stepping Tones Records.

132. Advanced Modern Dynamic Physical Fitness Activities.
LP 16-A. Educational Activities, Inc.

133. Adventures in Rhythms.
CC 623. Rhythms Productions.

134. Basic Motor and Ball Skills.
B 2065. Bowmar Records, Inc.

135. Basic Rhythmic Activities - Rhythmic Program for Primary Grades.
E 71-Volume 1; E 72-Volume 2;
E 73-Volume 3. R.C.A.Victor Record.

136. Basic Rhythmic Activities for Upper Grades.
Volume 5. R.C.A. Victor Record.

137. Bleking.
45-6169. R.C.A. Victor Record.

138. Building A City.
#711. Young People's Record.

139. Butterfly.
M 114. World of Fun.

140. Childhood Rhythms.
Series 1-7. Ruth Evans Series.

141. Childrens' Creative Play Songs.
Volume 1 #1101; Volume 2 #1102. Stepping Tones Records.

142. Circassian Circle.
#753 Series 5. Wirdsor.

143. Cotton-Eyed Joe.
1006. Imperial.

144. Dance a Story Series - The Brave Hunter.
#LE 105. R.C.A.Victor Records.

145. Danish Schottische.
M-102. World of Fun.

146. Developing the Perceptual-Motor Abilities of Primary Level Children.
L.P. 605. Educational Activities, Inc.

147. The Development of Body Awareness and Position in Space.
L.P. 606-7. Educational Activities, Inc.

148. Dynamic Balancing Activities.
AR 657. Educational Activities, Inc.

149. Dynamic Balancing Activities-Balance Beam.
#658. Educational Activities, Inc.

150. Follow the Leader.
Bowmar Publishing Corp.

151. Fun and Fitness for Primary Children.
B-2057-LP. Bowmar Records.

152. Fun With Music.
Bowmar Records, Inc.

153. Garden Varieties.
AED 4. Phoebe James.

154. *Glow Worm.*
FD-9. #E-75. American Folk Dances.

155. *Greensleeves.*
21619. R.C.A.Victor.

156. *Holiday Rhythms.*
Bowmar Records, Inc.

157. *Hora.*
A-106 LP. Rhythms Productions.

158. *I Should Like To Go To Shetland.*
#1190. Folkcraft Records.

159. *Indian Album.*
E 89. R.C.A. Victor Record.

160. *It's Fun To Square Dance.*
Capitol.

161. *Kalvelis.*
#1051 and #1418. Folkcraft Records.

162. *Learning Basic Skills Through Music.*
AR 521-1. Educational Activities, Inc.

163. *Learning Basic Skills To Music.*
AR 514-1. Educational Activities, Inc.
This record is also available in a Spanish version.

164. *Learning Basic Skills To Music.*
AR 522-1. Educational Activities, Inc.

165. *Let Me See You Try.*
Bowmar Publishing Corp.

166. *Modern Dynamic Physical Fitness Activities for Elementary Grades.*
#L.P. 15A Educational Activities, Inc.

167. *Modern Dynamic Physical Fitness Activities for Primary Grades.*
Album #LP 14A. Educational Activities, Inc.

168. *Modern Rhythm Band Tunes.*
AR-523. Educational Activities, Inc.

169. *Music for Physical Fitness-I.*
Bowmar Records, Inc.

170. *My Playful Scarf.*
#1019. Children's Record Guild.

171. *Oklahoma Mixer.*
52006. Columbia.

172. *O'Leary.*
Childhood Rhythms.

173. *Play Time.*
A-112. Rhythms Productions.

174. *Play Time.*
CC 618. Rhythms Productions.

175. *Pre-Tumbling Skills for Impulse Control.*
#656. Educational Activities, Inc.

176. *Put Your Little Foot.*
#1165. Folkcraft Records.

177. *Relaxation Training.*
#655. Educational Activities.

178. Rhythm is Fun.
Bowmar Records.

179. Rhythm Instruments.
A 103-5. Rhythms Productions.

180. Rhythm Time.
Bowmar Records, Inc.

181. Rhythmic Activities.
Volume 1. Primary Grades, R. C. A. Victor.

182. The Rhythms Hour.
A-11. Rhythm Productions.

183. The Rhythms Hour.
CC 615. Rhythms Productions.

184. Round and Round The Village.
No. 1512-B. Album I. Bowmar Records, Inc.

185. Rope Jumping and Ball Handling.
B 2058. Bowmar Records, Inc.

186. Round and Round The Village.
#1191. Folkcraft Records.

187. Seljancica.
1006. Folk Dancer.

188. Seven Jumps.
4-6172. R. C. A. Victor.

189. Shoemakers' Dance.
#1187A. Folkcraft Records.

190. Shoemakers' Dance.
#45-6171. R. C. A. Victor Records.

191. Skip To My Lou.
#1192. Folkcraft Records.

192. Singing Games.
#1, 2, 3. Bowmar Records, Inc.

193. Sousa Marches.
Bowmar Records, Inc.

194. Spinning Waltz.
1036. Imperial

195. Square Dances.
Album #4 and #7. MacGregor.

196. The Swing.
#3002. Pioneer Record.

197. Ten Little Indians.
#1197. Folkcraft Records.

198. Victor Library for Elementary Schools.
"Rhythmic Activities" Volume I for
Primary Grades. R. C. A. Victor Record.

199. Waltz of the Bells.
M 113. World of Fun.

200. Watch Me Outdoors
Bowmar Publishing Co.

16mm FILMS:

201. *Badminton Fundamentals*.
Coronet Instructional Films.

202 *Balance Skills*.
Film Fair Communications.

203. *Ball Skills*.
Film Fair Communications.

204. *Basic Movement Skills*.
Film Fair Communications.

205. *Beginning Swimming*.
Coronet Films.

206. *Breakdowns into Pinning Combinations*.
Colburn Associates.

207. *Building Your Golf Swing*.
National Golf Foundation.

208. *Distances*.
United World Films.

209. *Dolphin Butterfly*.
Iowa State University.

210. *Escapes and Reversals*.
Colburn Associates.

211. *Fundamentals for Soccer*.
All American Productions.

212. *Fun With Parachutes*.
Documentary Films.

213. *Fundamentals of Archery*.
Bailey Films.

214. *Fundamentals of Diving*.
United World Films, Inc.

215. *Fundamentals of Swimming*.
American National Red Cross.

216. *Fundamentals of Volleyball*.
All American Productions.

217. *Grip and Stance*.
United World Films.

218. *Handball Fundamentals*.
Bailey Films.

219. *Heads Up*.
American National Red Cross.

220. *High Jump*.
Association Films.

221. *Hurdles*.
United World Films.

222. *Hula Hoop Skills*.
G. N. Productions.

223. *An Instructor's Guide to Tumbling and Floor Exercises*.
Syracuse University.

224. *Just For The Fun Of It*.
Orange County Dept. of Education.

225. Learning How To Swim.
American National Red Cross.

226. Movement Exploration-What Am I?
Film Associates.

Movement Exploration.
Documentary Films.

227. Parallel Bars - Beginning Exercises.
Associated Film Services.

228. Pitch and Run.
National Golf Foundation.

229. Pitching and Sand Shot.
National Golf Foundation.

230. Play Handball.
Gabor Nagy Productions.

231. Putting.
National Golf Foundation.

232. Rope Jumping.
Film Associates.

233. Running Broad Jump.
Association Films.

234. Short Game in Golf.
United World Films.

235. Side Horse - Beginning Exercise.
Duet Films.

236. Skilled Swimming.
American National Red Cross.

237. Soccer for Girls.
Coronet Films.

238. Soccer-Let's Play.
S. L. Productions.

239. Sprint Crawl.
Ryan Films.

240. Sprinting With Bud Winter.
Colburn Associates.

241. Starting Position and Takedowns.
Colburn Associates.

242. Touch Football.
Film Trends.

243. Track and Field.
S. L. Film Productions.

244. Tumbling I.
Martin Moyer Productions.

245. Tumbling II.
Martin Moyer Productions.

246. Tumbling - The Basic Skills.
Film Trends.

247. Volleyball Drills & Techniques.
All American Productions.

248. Volleyball for Women.
All American Productions.

249. Volleyball Skills & Practice.
Film Associates.

250. *Welcome to Golf*.
National Golf Foundation.

251. *World of Archery*.
Aetna Affiliated Companies.

SUPER 8mm LOOP FILMS:

252. *Breast Stroke*.
McGraw-Hill.

253. *Butterfly Stroke*.
McGraw-Hill.

254. *Building Your Golf Swing*.
National Golf Foundation.

255. *Crawl*.
McGraw-Hill.

256. *Dolfin Butterfly*.
Iowa State University.

257. *Full Swing*.
Film Trends.

258. *Grip and Stance*.
Film Trends.

259. *Men's Golf*.
(7 cartridges). The Athletic Institute.

260. *Parallel Bars - Boys*.
The Athletic Institute.

261. *Power Volleyball*.
The Athletic Institute.

262. *Putting*.
Film Trends.

263. *Three Quarter Swing*.
Film Trends.

264. *Women's Golf*.
The Athletic Institute.

265. *Wrestling Basic Skills*.
Colburn Associates.

APPENDIX

ASSESSMENT

The following pages contain an assessment device to be used by the teacher to:

1. Pre-Test. Assess the abilities of the pupil to determine the placement of the pupil within the instructional sequences.
2. Instruction. Teach the appropriate sequences.
3. Post-Test. Measure the improvement of the pupil.

The assessment device has been coordinated with the sequences to make it more usable for the teacher. The teacher estimates the abilities of the pupil in any of the five areas of instruction, and then uses the assessment device to determine the pupil's needs and how well he can perform the necessary skills. He then adjusts the instruction to an appropriate level, more difficult or easier depending upon the performance of the pupil. This serves as an aid to the teacher in order to plan for individualization of instruction.

The assessment device can be very effective as a motivational tool for pupils toward self-improvement. If the pupil is involved in the pre-test, instruction, post-test, he then becomes more interested in and responsible for his own progress.

The teacher may select and use his own symbols for evaluation of the pupil. In some cases a simple word, such as, "yes" or "no" may be appropriate, in others a scale ranging from 1 to 4 might be more usable. The comment column is planned to give the teacher space to make notes about the performance of the pupil; for example, does well with left arm, needs improvement with right, not applicable, etc.

This device is intended as a means to aid the teacher in determining the pupil's needs, abilities, and the necessary areas of instruction. It is not intended as a test to measure pupils against each other or to evaluate them in relation to a standardized norm, therefore, the marking and reporting system to be used should be individual and flexible.

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
GOAL I. Develops Body Awareness And Spatial Relationships.					
1. Identifies body parts and surfaces, on himself, other people, and objects.					
2. Indicates directions - left, right, top, bottom, up, down, sidewards, etc. - on himself, other people, and objects.					
GOAL II. Uses Fundamental Movements.					
1. Bends and stretches his body and body parts in various ways.					
2. Pushes and pulls objects.					
3. Lifts and lowers heavy and light objects safely.					
4. Rises from a lying to a standing position easily and rapidly. Falls from a standing position to a lying position in a relaxed manner.					
5. Swings and sways his body and its parts.					
6. Turns and twists in various directions.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
7. Creeps and crawls with cross-patterned movements.					
8. Walks with cross-patterned movements.					
9. Runs in various directions.					
10. Jumps forwards and backwards and uses his arms to help.					
11. Gallops with left foot leading; then with right foot leading.					
12. Slides in various directions.					
13. Hops on either foot.					
14. Skips evenly and swings his arms freely.					
15. Leaps with various speeds.					
16. Pivots and dodges in various directions.					
17. Starts and stops moving easily and with body in balance.					

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES					COMMENTS
GOAL III. Uses Small Objects And Equipment.						
1. Tosses and catches a beanbag.						
2. Rolls a ball and retrieves it.						
3. Throws and catches a ball.						
4. Bounces a ball.						
5. Runs while bouncing a ball.						
6. Kicks a ball.						
7. Strikes a ball with his hand and hits a target.						
8. Jumps and turns a long jump rope.						
9. Jumps and turns a short jump rope.						
10. Rolls the hoop and runs along beside it.						
11. Jumps on the top of jumpboard while bouncing a ball.						
12. Walks forward on a 2" balance beam.						

SECTION ONE - THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS

	DATES				COMMENTS
13. Balances and turns around on a square balance board.					
14. Runs through tires placed flat on the ground by putting a foot in the middle of each one.					
15. Uses a parachute with others.					
16. Holds a wand in both hands, steps over it, and steps back.					
17. Climbs up a single hanging rope.					
18. Hangs in an inverted position on double hanging ropes.					
19. Does a front drop on a trampoline.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
GOAL I. Exhibits Acceptable Social Behavior.					
1. Takes turns.					
2. Cooperates with others.					
3. Exhibits the ability to be a leader.					
4. Exhibits the ability to be a follower.					
5. Exhibits good grooming.					
6. Exhibits good health habits.					
GOAL II. Practices Movement Skills In A Variety Of Activities.					
1. Moves on wheel toys without bumping other children or objects.					
2. Builds with sand in a sand box and uses toys.					
3. Climbs on objects (climbing structures stall-bars, boxes, tables), and climbs off.					
4. Plays simple games.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
5. Performs the Log-Roll on mat in both directions.					
6. Performs the Bear Walk.					
7. Performs the Crab Walk.					
8. Performs the stunt, Jump and Slap Heels.					
9. Hangs on bar or horizontal ladder with hands.					
10. Hangs by hands and knees on low horizontal bar.					
11. Travels across the horizontal ladder.					
12. Catches a basketball.					
13. Passes a basketball using a one hand overhand pass.					
14. Passes a basketball using a bounce pass.					
15. Dribbles a basketball.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
16. Shoots a basketball through the goal.					
17. Dribbles a basketball while running, stops, pivots, and passes.					
18. Dribbles a basketball, stops, and shoots a lay up.					
19. Throws and catches a football.					
20. Kicks a football.					
21. Throws a football with overhand spiral pass to a moving target.					
22. Centers the football.					
23. Catches a passed football.					
24. Catches a football and runs carrying it securely in either arm.					
25. Dribbles a soccer ball with the left and the right foot.					
26. Kicks a soccer ball with various parts of the foot.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
27. Traps a soccer ball.					
28. Punts a soccer ball.					
29. Drop-kicks a soccer ball.					
30. Runs bases on the diamond.					
31. Bats from a batting tee.					
32. Catches a flyball. (softball).					
33. Fields a ground ball. (softball).					
34. Throws a softball with accuracy.					
35. Pitches a softball.					
36. Bats a pitched softball using a full swing and follow through.					
37. Performs a kick-up to self. (speedball).					
38. Performs a lift up to another player. (speedball).					
39. Serves a volleyball over the net.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
40. Passes (strikes) a volleyball to another player.					
41. Volleys a volleyball over the net.					
42. Performs the "bump". (volleyball).					
43. Serves the volleyball with accuracy.					
44. Performs a net recovery.					
45. Performs a pass, set and spike with teammates.					
46. Shoots an arrow using proper form.					
47. Hits a shuttlecock with a badminton racket in an underhand stroke.					
48. Hits a shuttlecock with an overhead stroke.					
49. Hits a net shot. (badminton).					
50. Serves a shuttlecock into the appropriate court area.					
51. Executes the one-step delivery in bowling.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
52. Executes the four-step delivery in bowling.					
53. Swings the golf club using proper form.					
54. Chips a golf ball.					
55. Uses a wood club and hits a golf ball.					
56. Serves a handball in various ways.					
57. Receives a handball and successfully strokes it.					
58. Performs a forward roll.					
59. Performs a frogstand.					
60. Performs a headstand.					
61. Performs a cartwheel.					
62. Performs a mount, a simple routine on a high balance beam, and a dismount.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
63. Performs a free exercise routine utilizing standing movements, floor movements, balances, leaps and jumps, turns, and tumbling moves.					
64. Performs a mount, a movement on the uneven parallel bar, and a dismount.					
65. Performs a front vault on a side horse.					
66. Performs a rear vault on a side horse.					
67. Performs a mount, a simple routine on the parallel bar, and a dismount.					
68. Pivots from a ready position and hits a tennis ball with a racket using forehand stroke.					
69. Runs to the left or right, stops quickly, and strokes a tossed ball with a tennis racket.					
70. Performs a backhand stroke in tennis.					
71. Serves a tennis ball with a correct stance into the appropriate court area.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

	DATES				COMMENTS
72. Sprints.					
73. Receives and passes baton to teammate in a relay.					
74. Performs a standing long jump.					
75. Performs a running long jump.					
76. Throws a softball for distance.					
77. Performs a wrestling takedown from a standing position.					
78. Performs a breakdown maneuver in wrestling.					
79. Performs an escape from a wrestling hold.					

SECTION TWO - THE DEVELOPMENT OF PLAYGROUND AND RECREATION SKILLS

		DATES				COMMENTS
GOAL III.	Gains Proficiency In Games, And Sports Skills That Will Lead To His Participation In Recreational Activities.					
1.	Passes a written test on tennis which includes terminology, rules, scoring, players, and leagues.					
2.	Passes a written test on track and field which includes terminology, rules, scoring, and leagues.					
3.	Passes a written test on basketball which includes terminology, rules, scoring, players, and leagues.					
4.	Passes a written test on ice hockey which includes terminology, rules, scoring, players, and leagues.					
5.	Passes a written test on golf which includes terminology, rules, scoring, players, and leagues.					
6.	Passes a written test on soccer which includes terminology, rules, scoring, players, and leagues.					
7.	Passes a written test on bowling which includes terminology, rules, scoring, players, and leagues.					

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

	DATES				COMMENTS
GOAL I. Moves Effectively And Creatively, And Develops A Sense Of Rhythm.					
1. Claps or beats time to various rhythms - (even-unaccented, even-accented, uneven-unaccented, uneven-accented).					
2. Claps or beats time to various tempos - (fast, slow).					
3. Claps or beats time to differing dynamics - (loud, soft).					
4. Differentiates between high and low pitch.					
5. Changes his movements as musical phrases change.					
6. Keeps time to even rhythm and moves in various ways.					
7. Keeps time to uneven rhythm and moves in various ways.					

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

	DATES					COMMENTS
8. Keeps time in place and moves arms, legs, and body.						
9. Combines moving in place with locomotor movements and keeps time.						
10. Imitates or pantomimes a variety of things and puts it to music.						

SECTION THREE - THE DEVELOPMENT OF RHYTHMIC SKILLS

	DATES				COMMENTS
GOAL II. Performs Basic Steps And Dances.					
1. Performs step-hop to music.					
2. Performs step-swing to music.					
3. Performs two-step to music.					
4. Performs schottische to music.					
5. Performs polka to music.					
6. Performs waltz to music.					
7. Performs mazurka to music.					
8. Performs a simple folk dance.					
GOAL III. Handles Objects In A Rhythmic Pattern.					
1. Performs a rhythmic routine to music using balls, hoops, and ropes.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL I. Adjusts Physically And Mentally To The Water.					
1. Walks while in the water.					
2. Blows bubbles.					
3. Bobs in the water.					
4. Performs the jellyfish float.					
5. Performs the turtle float.					
6. Performs the prone float front.					
7. Performs the prone float back.					
8. Stands from a float.					
9. Turns front to back while floating.					
10. Turns back to front while floating.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL II. Propels Body Through The Water.					
1. Performs the prone glide.					
2. Performs the back glide.					
3. Glides and kicks.					
4. Kicks and uses the arm stroke.					
GOAL III. Performs Basic Strokes.					
1. Performs the front crawl.					
2. Coordinates breathing, kick and arms.					
3. Performs the back-crawl.					
4. Performs the elementary back-stroke.					
5. Performs the breast-stroke.					
6. Performs the side-stroke.					
7. Performs the butterfly-stroke.					

SECTION FOUR - THE DEVELOPMENT OF SWIMMING SKILLS

	DATES				COMMENTS
GOAL IV. Uses Deep Water Skills.					
1. Treads water.					
2. Jumps from side of pool into the water.					
3. Dives from side or from board into the water.					
4. Performs a surface-dive.					
5. Swims underwater.					
GOAL V. Participates In Games And Special Events.					
1. Plays simple water games.					
2. Plays complex water games.					
3. Takes part in water races and relays.					
4. Performs in a water show.					
5. Competes with others in water races or games.					

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

	DATES				COMMENTS
OBJECTIVE I. Demonstrates Endurance.					
Performs the 300 yard, run-walk. (Record the time in minutes, seconds).					
OBJECTIVE II. Demonstrates Strength And Power.					
Legs. Performs a standing long jump. (Record the best of the three trials in feet and inches to the nearest inch).					
Back. Lies face down on mat with fingers interlaced behind his neck; Raises head, chest and legs as far as possible from the floor while keeping legs straight. (Measure the ability to lift and to hold the specific body parts off the floor for 10 seconds).					
Arms and Shoulders—Boys. Performs pull-ups with overhand grip, as many times as possible. (Record the number).					

SECTION FIVE - THE DEVELOPMENT OF PHYSICAL FITNESS

	DATES				COMMENTS
Arms and Shoulders—Girls. Performs the flexed-arm hang as long as possible. (Record the time in seconds).					
Arms and Shoulders—Boys. Performs the push-up. Maximum number is 30. Record the number).					
Arms and Shoulders—Girls. Performs the push-up from a bent knee position (maximum number is 30. Record the number).					
Abdomen. Performs the bent knee sit-up with hands behind neck. (Record the number of sit-ups performed in 30 seconds).					

SECTION FIVE - **THE DEVELOPMENT OF PHYSICAL FITNESS**

	DATES				COMMENTS
OBJECTIVE III. Demonstrates Flexibility.					
Performs toe touch. Stand on a bench placing toes even with front edge. Student bends over and reaches down as far as possible with his hands while keeping his knees locked straight. A ruler is placed so that it extends ten inches above and ten inches below the top of the bench. (The student's score is the distance on scale he could touch and hold for two seconds. No bobbing is allowed).					
OBJECTIVE IV. Demonstrates Speed, Agility and Coordination.					
Performs the Shuttle Run. (Record the time of the better of two trials to the nearest tenth of a second).					
Throws a softball overhand as great a distance as possible. (Record the best of three trials to the nearest foot).					
OBJECTIVE V. Demonstrates Balance.					
Stands on one foot holding other foot in the air. (Record the time).					

SECTION ONE -

THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS.

CLASS ____________

DATE ____________

NAMES	GOAL I - Body Awareness Spatial Relationships.	Identifies parts and surfaces on himself, others.	Identifies directions on himself, other people, and objects.	GOAL II - Fundamental Movements.	Bends and stretches his body in various ways.	Pushes and pulls objects.	Lifts and lowers heavy and light objects.	Rises from a lying to standing position, reverse.	Swings and sways his body and its parts.	Turns and twists in various directions.	Creeps and crawls in cross-pattern movements.	Walks with cross-pattern movements.	Runs in various directions.	Jumps forward and backward and uses arms to help him. * *	

The Assessment Device is to be used by the teacher to help determine the pupil's abilities and needs in performing the necessary skills. For example, in Goal II, the starred item, the teacher assessed the pupil's ability to jump. He found out that the pupil could jump forward but not backward. Such ability can be noted. The instruction needed to remedy this can be found by the teacher in the sequences under Jumping, page 30 .

CLASS WORK SHEET

THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS. Page 2.

CLASS ____________

DATE ____________

NAMES	Gallops with left foot, then right foot leading.	Slides in various directions.	Hops on either foot.	GOAL III. Skips evenly and swings his arms freely.	Leaps with various speeds.	Pivots and dodges in various directions.	Starts and stops moving easily and with body in balance.	GOAL IV. Tosses and catches a beanbag.	Rolls a ball and retrieves it.	Throws and catches a ball.	Bounces a ball.	Runs while bouncing a ball.	Kicks a ball.	Strikes a ball with his hand and hits a target.	

THE DEVELOPMENT OF MOTOR AND MOVEMENT SKILLS. Page 3.

CLASS ____________

DATE ____________

NAMES	Jumps and turns a long rope.	Jumps and turns a short rope.	Rolls a hoop and runs along beside it.	Jumps on top of a jump-board while bouncing a ball.	Walks forward on a 2" balance beam.	Balances and turns around on a square balance board.	Runs through tires placed flat on the ground by putting a foot in the middle of each one.	Uses a parachute with others.	Holds a wand in both hands, steps over it, and steps back.	Climbs up a single hanging rope.	Hangs in an inverted position on double hanging ropes.	Does a bounce on a trampoline.	

SPECIAL EDUCATION BRANCH
PHYSICAL EDUCATION PROJECT
LOS ANGELES CITY SCHOOLS

SUGGESTIONS FOR USE OF SUPER 8mm LOOP FILMS:

The S8mm loop films were designed to be used alone or with the tape cassette recording with the same title.

If the film is used with the tape cassette, the film should be inserted in the viewer and run, and stopped at the logo, the silhouette of the three children. The tape cassette may then be started. The tape cassette will give full instructions for starting the viewer at the correct moment.

These materials have been designed to be used by children for individualized instruction, after instruction in the use of the viewer and player.

1. Open front access door from the top edge and insert film cartridge.
2. Turn the large control knob from OFF to MOVIE position. The movie is on instantly.
3. Focus the picture, by rotating focus control knob to the right or left.
4. Use the frame adjustment knob until film is centered vertically on the screen.
5. Stop the motion by turning the right hand knob from MOVIE to STILL. This stops the action for prolonged viewing. By returning the knob to MOVIE the film will resume movement.
6. Turn the knob to OFF at the end of your viewing. Viewer should always be turned off before removing cartridge.

NOTE: For longer film life do not run any individual cartridge continuously for more than four (4) showings.

SPECIAL EDUCATION BRANCH
PHYSICAL EDUCATION PROJECT
LOS ANGELES CITY SCHOOLS

SUGGESTIONS FOR USE OF TAPE CASSETTES:

These tape cassettes were made to be used alone or with the Super 8mm loop films of the same title. It is suggested that the film at first be used alone by the student. Then the tape cassettes may be used alone and then the two can be used together for a combined audio-visual experience.

INSERT CASSETTE:	Insert tape cassette in such a way that the side of exposed tape faces the front and the name of the desired recording is up. Rewind tape so the full hub of tape is on the left, as the tape advance is from left to right.
PLAY:	Push selector lever to PLAY position.
VOLUME:	Roll volume control knob to adjust playback volume to your preferred listening level.
STOP:	Pull the selector lever to STOP position when playback operation is through.

NOTE: TO INSTALL BATTERIES:

First press knob of battery room lid downward with your thumb and then slide it toward yourself. Now, the battery room lid can be easily removed.

Insert batteries correctly as indicated in the battery room, avoiding possible confusion of positive (+) side of battery with the negative (-) side.

TO OPERATE WITH AC CURRENT:

To operate with household current (AC), connect AC adaptor, AIWA AC-607 to AC Adaptor jack of this set.

CAUTION: The recording is made on the exposed side of the tape. Handle tape with special care to avoid damage to that surface.

Do Not Touch Tape With Fingers.

S8mm Loop Film Evaluation

FILM TITLE____________________

CONTENT EVALUATION	OUTSTANDING	ABOVE AVERAGE	ACCEPTANCE	UNUSABLE
1. ACCURACY OF THE SKILL				
2. USABLE WITH STUDENTS				
3. COULD STUDENTS RELATE TO THIS FILM				
4. SKILL ORGANIZED IN A LOGICAL WAY				
5. AMOUNT OF SLOW MOTION INCLUDED				

COMMENTS:

TECHNICAL EVALUATION				
1. ACCURACY OF COLOR				
2. FOCUS				
3. SHOWS NEEDED PARTS OF SKILL				
4. SHOWING OF SLOW MOTION				
5. SHOWING OF REGULAR SPEED				
6. TITLES				

COMMENTS:

EVALUATOR____________________ DATE____________________

Cassette Tape Evaluation

FILM TITLE____________________

CONTENT EVALUATION	OUTSTANDING	ABOVE AVERAGE	ACCEPTABLE	UNUSABLE
1. ACCURACY OF THE NARRATION				
2. USABLE WITH STUDENTS				
3. CAN STUDENTS RELATE TO THIS NARRATION				
4. NARRATION ORGANIZED IN A LOGICAL WAY				
5. AMOUNT OF NARRATION ON THE TAPE				

COMMENTS:

TECHNICAL EVALUATION				
1. CLARITY OF THE TAPE				
2. EXPLAINS THE NEEDED PARTS OF THE SKILL				
3. TAPE COORDINATED WITH THE FILM				

COMMENTS:

EVALUATOR____________________ DATE____________

MOTOR AND MOVEMENT SKILLS:

Guided Running
Jumping
Hopping
Rolling A Ball
Striking A Ball
Ball Circuit
Jumping A Long Rope
Jumping A Short Rope
Rope Routine
Hoops: Around The Body
Hoops: Catching - Spinning And Jumping
Tires
Parachutes
Trampoline
Challenge Course

PLAYGROUND AND RECREATION SKILLS:

Wheel Toys
Sand Play
Climbing Tree
Playscape
Soft Tumbling - Log Roll
Crab Walk
Low Bar: Skin The Cat
Low Bar: Knee Circle
Horizontal Ladder: Hanging
Horizontal Ladder: Traveling
Basketball: Chest Shot
Basketball: Set Shot
Basketball: Dribble
Batting With A Tee
Volleyball: Pass
Volleyball: Serve
Soft Tumbling: Forward Roll
Soft Tumbling: Backward Roll
Head Balance
Tumbling

RHYTHMIC SKILLS:

Walking
Clap Your Hands
German Clap Dance
Gustaf's Skoal

SWIMMING SKILLS:

Breath Control
Floating
Back Float
Prone Glide
Kicking
Beginning Stroke

PHYSICAL FITNESS:

Endurance: Running
Endurance: Jumping Jacks
Endurance: Grasshopper
Balance: Standing
Balance: Walking

PRESCHOOL EARLY CHILDHOOD FILMS:

Crawling
Balance - Walking
Marching
Jumping
Hopping
Skipping
Beanbags
Bouncing A Ball
Catching A Ball
Kicking A Ball
Underhand Throw
Overhand Throw
Crab Walk
Log Roll
Forward Roll

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

GUIDED RUNNING

PLANNED FOR:

All age levels
Blind and Partially Seeing

PARTICIPANTS:

Lokrantz School

Guy - cerebral palsy
Tyler - deaf/blind
Jeffrey - cerebral palsy

LENGTH:

2:04

SUMMARY:

This is a film on the use of a guide wire which enables pupils with a vision handicap to run at top speeds without fear. The film illustrates the clasp and hand grip, how to run and how to anticipate stopping.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Guided Running. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Guided Running.

Guide wires enable pupils with a visual handicap to run safely at top speeds.

To help build endurance, run back and forth along the guide wire.

To run, stand with one foot a small step forward, weight on both feet and toes forward.

Take a firm grip on the rope at the starting end of the guide wire.

Shift your weight to your forward foot and push off with the toes of the rear foot.

Swing the back leg forward and land on the ball of the foot.

A spotter standing at the finish post will warn you as you come to the end of the guide wire.

When running, swing the free arm in opposition to your legs.

Using the hand strap as a guide for a straight course, run along the guide wire.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

JUMPING

PLANNED FOR:

Primary Grades

PARTICIPANTS:

Sellery School

Darren - congenital anamolies
Sherry - cerebral palsy
Le Ann - seizures
Rodney - communication problem
Joseph - cleft palate - speech defect
Ronald - hemophilia

LENGTH:

2:59

SUMMARY:

This film includes the basic mechanics of jumping. It shows how to jump up, forward, sideways and backwards, with emphasis on the arm movements, and how to land.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Jumping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Jumping.

It's fun to jump.

Stand on both feet with your weight spread evenly.

Bend your ankles and knees and swing your arms in the direction you wish to go. Land on the balls of both feet with your knees bent.

To jump forward,

Start with arms back and knees bent. As you jump, swing your arms forward and jump forward, landing on both feet.

The arm swing helps you move in the direction you are jumping.

Bend your knees and ankles when you jump and when you land.

To jump backward,

Start with arms forward and bent knees. As you jump backward, swing your arms back. Land on both of your feet.

Use your arms when you are jumping. Your arms swing in the direction you are jumping.

To jump sideward, swing your arms to the side you wish to go.

When you are jumping, always swing your arms in the direction you are jumping, bend your knees, and land on the balls of your feet.

You can jump in different directions.

Have fun jumping.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

HOPPING

PLANNED FOR:

Primary/Beginning
Locomotor Skills

PARTICIPANTS:

Leichman School

Jannett - trainable mentally retarded
Sandra - trainable mentally retarded
Ruben - trainable mentally retarded, cardiac and muscle atrophy
Bradley - trainable mentally retarded
Graciela - trainable mentally retarded, mild cerebral palsy
Glen - trainable mentally retarded

LENGTH:

1:43

SUMMARY:

This film shows the mechanics of how to hop and land and move with a hopping step.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Hopping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Hopping.

Hopping is a vertical jump on one foot.

To hop, the body is pushed off the floor from one foot and returns to the floor on the same foot.

When landing -- land on the ball of the foot, bending your knees and ankles.

Be sure to use your arms to help you hop.

When hopping, keep your head up -

And try to go straight up in the air.

Push off from the ball of the foot and land on that same foot.

Use your arms to help you hop.

Remember to:
Keep your head up and hop straight into the air.

Bend your ankles and knees as you land.

You can move in many ways while hopping.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

ROLLING A BALL

PLANNED FOR:

Primary and Beginning
Skill Levels

PARTICIPANTS:

Leichman School

Jannett - trainable mentally retarded, visual handicap

Ruben - trainable mentally retarded, cardiac, muscle atrophy

LENGTH:

2:18

SUMMARY:

This film shows the mechanics of rolling the ball. It includes body position, hand position, release, eye position, and follow thru.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Rolling A Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Rolling A Ball.

When rolling the ball .....

Hold the ball with your right hand under it and your left hand on top.

Place your left foot forward - keep weight on both feet.

Let go of the ball near the ground, by the forward foot.

Shift your weight to the rear foot. Swing your arms backward, bending forward at the waist.

Keep your eyes on the target.

Bend your knees and swing your arms forward at the same time, stepping onto your forward foot.

As you release the ball, straighten your arm toward the target.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

STRIKING THE BALL

PLANNED FOR:

Primary -
Beginning Ball Skills

PARTICIPANTS:

McBride School

Alan - paraplegia
Augustine - post polio
Deborah - orthopedically handicapped
Efram - orthopedically handicapped

LENGTH:

1:33

SUMMARY:

The basic skills used in striking an object are included in this film: hand position, holding the ball, the swing, ball contact, eye contact, and follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Striking The Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Striking The Ball.

Ball striking skills are used in many games.

When striking a ball - shift your weight back.

Twist your body and make a big swing.

When swinging the arm, keep it level with the ground.

Hit the ball just a little below center.

Follow thru with your arm in the direction of the target.

Keep your eyes on the ball and keep practicing striking the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

BALL CIRCUIT

PLANNED FOR:

Primary Grades and Beginning Ball Handling

PARTICIPANTS:

Lokrantz School

Intermediate Educable Mentally Retarded 6-9 years

LENGTH:

2:12

SUMMARY:

This film shows the adapted use of existing playground lines and areas. The playground is divided into several areas and a specific ball handling task for that area. Each youngster, with a ball of his own, progresses around the circuit to attempt that task the leader demonstrates for the specific area.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Ball Circuit. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Ball Circuit.

This is a film that shows many ways to use a ball.

Each person has a ball so that they might do all of the activities.

Start in one spot on the playground and follow the leader around the playground, doing just what your leader does.

Watch carefully and you will have a chance to shoot, run with, throw, catch, and bounce the ball.

Development of Motor and Movement Skills

JUMPING A LONG ROPE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Shoemaker School

Daniel - hip perthes
Denise - cerebral palsy
Brian - hip perthes
Julie - speech defect - congenital stapes
Jose - post polio
Eddy - congenital hip
Cathy - cerebral palsy
Sonia - cerebral palsy

LENGTH:

2:02

SUMMARY:

This film reviews the progression used to teach jumping a long rope. It shows the basic single jump, double jump, jumping a swinging rope (unders), jumping a turning rope (overs), entering and exiting a turning rope, and some advanced patterns.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Jumping A Long Rope. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping A Long Rope.

Jumping rope is fun and easy to learn.

To learn to jump rope, we must first learn to jump.

To jump -- push off with both feet at the same time.

Land on your toes and the balls of the feet, bend your knees as you land.

Now move as you jump so you're jumping from one place to another.

To do a double jump, take a big jump followed by a small jump.

When jumping a swinging rope,

The rope moves away and as it returns, jump it and take a small extra jump.

Continue to jump the rope and then take a small extra jump.

To double jump the rope when it's turned over the head .....

Start with the rope next to the feet, move the rope away and over the head.

As the rope comes to your feet, jump high and then low.

Say to yourself --
Swing, jump, jump
Swing, jump, jump

With practice you can learn to run in and out of the turning rope

And you can learn to turn around while jumping.

Development of Motor and Movement Skills

JUMPING A SHORT ROPE (Lowman)

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins syndrome - hearing loss
Kelly - severe hypertension, kidney insufficiency
Kevin - congenital abnormalities of lower spine, left hip, knee foot
Carol - seizures, petit mal, behavior disorder, educable mentally retarded

LENGTH:

2:13

SUMMARY:

This film covers the basic skills of teaching jumping a short rope. How to jump, double jump, measure the rope, swing the rope, and jump it.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Jumping A Short Rope. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping A Short Rope.

Jumping a short jump rope is good exercise.

You can jump slow or fast.

You can face one direction, or turn around while you're jumping.

Begin by jumping without a rope. Jump one time, every time you think of the word "jump".

Stand still and practice swinging your arms. Swing your arms down and back and around in a small circle.

Put the arm - swing and jump together.

Swing, jump, jump
Swing, jump, jump

To measure a rope to see that the length is correct,

Stand on the middle of the rope and bring your arms to your shoulders.

If it's too long, wind the extra rope around your hands.

Begin by putting the rope behind your feet.

Swing the rope over your head and pull it close to your feet.

Jump over the rope and jump again.

Continue to swing the rope over your head and jump over it and jump again.

Swing, jump, jump
Swing, jump, jump
Swing, jump, jump

With practice you will learn to do many activities with the short jump rope.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

ROPE ROUTINE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins syndrome - hearing loss
Kelly - severe hypertension, kidney insufficiency
Kevin - congenital abnormalities of lower spine, left hip, knee, foot

LENGTH:

2:15

SUMMARY:

This film shows more advanced jump rope skills to be used following basic skills on jumping a short rope. Included are: Hot Peppers, Rope Swing, Cross Over, One Foot, and Two In A Rope.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Rope Routine. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to start. Start the viewer now!

The name of this activity is: Rope Routine.

After learning how to jump a short rope, you can learn to do many jump rope stunts.

Hot peppers is done by turning the rope very fast and doing a single jump.

The rope swing is done by continuing to double jump and by swinging the rope to one side rather than over the head.

The cross over is a double jump done by crossing your arms in front of you and jumping thru your crossed rope.

When jumping on one foot -- continue to double jump, and lift one leg so you are hopping.

Two in a rope is done by two pupils standing together, with the person in front turning the rope and both jumping at the same time.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

HOOPS - AROUND THE BODY

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Sellery School

Zoyla - muscular dystrophy
Terri - cerebral palsy, trainable mentally retarded
Sally - sturge - Weber Syndrome

LENGTH:

3:01

SUMMARY:

This film shows examples of three ways the hula hoop can be used around the body and its parts. It illustrates 1) using the hand to twirl the hoop on the ground, 2) turning the hoop around one arm and 3) turning the hoop around the torso of the body.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Hoops - Around The Body. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Hoops - Around The Body.

Hoops are fun to use. You can use them in many ways.

You can spin the hoop around your arm.

You can twirl them on the ground.

You can spin and twirl the hoop around you.

To twirl the hoop around your arm,

Put the hoop in your hand. Hold your arm out to your side.

Turn your arm very quickly around in a circle. The hoop will go around and around your arm.

To twirl the hoop on the ground, stand the hoop on the ground and hold it with one hand in front of you and a little to your side.

Walk your fingers around the hoop moving the hoop in a circle.

To twirl the hoop around your waist,

Stand with your feet shoulder width apart, bend your knees, put the hoop around your waist and give it a twirl.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

HOOPS - CATCHING, SPINNING AND JUMPING

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Sellery School

Sherry - cerebral palsy
Juanita - congenital dislocated hip
Albert - cerebral palsy

LENGTH:

3:08

SUMMARY:

This film shows three ways to move with a hula hoop. It shows and explains how to 1) throw and catch the hoop, 2) spin the hoop on the ground so it will return to the student and 3) how to use the hoop as a jump rope.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Hoops - Catching, Spinning and Jumping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is:
Hoops - Catching, Spinning and Jumping.

Hoops are fun to use. You can use them in many ways.

You can jump with them and use the hoop like a rope.

You can spin them on the ground.

You can throw and catch them.

To jump with a hoop and use the hoop like a rope,

Twist your hands so the hoop swings over your head and under your feet.

Hold the hoop in both hands and put the hoop behind you.

Twist your hands so the hoop swings over your head and under your feet.

Swing, jump, jump. Swing, jump, jump.

To spin the hoop and have it return .....

Throw the hoop away from yourself and as you let go, pull down quickly to make the hoop spin backward. Allow the hoop to roll back toward you.

To throw and catch the hoop,

Throw the hoop up into the air. Watch it and then catch it when it comes to you. Throw it up in the air again and catch it.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

TIRES

PLANNED FOR:

Primary

PARTICIPANTS:

East Valley School

Anita - trainable mentally retarded
David - trainable mentally retarded
Mary Ann - trainable mentally retarded
Keith - trainable mentally retarded
Mark - trainable mentally retarded
Billy - trainable mentally retarded

LENGTH:

2:46

SUMMARY:

This film is designed to show a variety of ways that students can move in relation to tires, including running thru, walking and jumping on the tires and a combination of these ways to move.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Tires. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Tires.

Many things can be done with tires. You can walk, run, and jump on them.

With the tires in single file, go thru the tires putting both feet in each tire.

Be sure to look at each tire

Then decide where you are going to put your feet.

Now walk with one foot on the side of the tire and one foot in the center of it.

Move along the tires, putting one foot in the center and one on the outside of the tire.

Walk along the tires without touching the ground.

Now run through the tires with one foot in each tire.

Jump on top of the tire without letting your feet touch the ground.

Try jumping along the tops of the tires.

Jump in, out, over, and on top of the tires.

It's fun to move on tires. You can walk, run, and jump on the tires. You can use one foot, two feet or crawl on all fours. What else can you think of to do on the tires?

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

PARACHUTE PLAY

PLANNED FOR:

All Grades

PARTICIPANTS:

Lokrantz School

LENGTH:

3:19

SUMMARY:

This film includes a description of both the overhand and underhand grip. It also includes the following activities: locomotor skills, the "Umbrella", the "Mushroom", "Making Waves" and "Bouncing Ball".

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Parachute Play. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Parachute Play.

Roll the edge of the parachute for a comfortable grip.

The palms down grip has fingers over and thumbs under the parachute.

Palms up grip has fingers under and thumbs over the parachute.

Start with the parachute spread out on the ground and boys and girls spaced around the edge.

Walking - skipping - running and galloping can be done as you hold on to the parachute.

To do the stunt called the mushroom, raise the parachute high above your head as fast as possible.

As soon as you can see the other students face , take 3-4 steps toward the center of the chute.

Keep your arms above your head as the chute reaches its height.

Move back quickly to your starting place.

When doing the igloo, lift the chute above your head, walk toward the center, make a half turn and pull the chute down to the ground to trap the air inside.

Another activity is bouncy ball.

Place a light ball in the center of the chute, and shake the parachute vigorously up and down.

Try to keep the ball on the parachute.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

TRAMPOLINE

PLANNED FOR:

All Beginners

PARTICIPANTS:

Shoemaker School

LENGTH:

3:31

SUMMARY:

This film includes instruction for jumping on the trampoline, knee drops and seat drops as well as the use of the safety belt, the spotters role, and how to get on and off of the trampoline.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Trampoline. If you are using both the viewer and the player the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Trampoline.

The trampoline may be used to develop balance and coordination.

A safety belt is used to keep the performer in the center of the bed.

To get on the trampoline, walk up the steps and sit on the edge.

After the spotting belt is attached, crawl to the center of the bed.

There should be a spotter on each side of the trampoline to assist the performer.

To start jumping, push off with your toes and lift with your arms.

Bend your ankles as you land and point your toes as you lift off.

Keep your knees straight, bend your ankles and point your toes.

Use your arms in a circular motion to help you go higher and to control your body.

To stop, bend your ankles, knees and hips as you hit the bed.

Bend your ankles, knees and hips to stop.

Besides jumping, do a knee drop, or a seat drop.

To do the knee drop, bend your legs at the knees and rebound from the trampoline.

To do a seat drop, put your legs straight out and bounce off the trampoline in a seated position.

To get off of the trampoline -- undo the belt, crawl to the side, sit on the edge, roll over on your stomach and walk down the steps.

Development of Motor and Movement Skills

CHALLENGE COURSE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

McBride School

Jay - leg perthes
Vicki - cerebral palsy
Walter - leg perthes
Augustine - post polio
Thomas - cerebral palsy
Deborah - orthopedically handicapped

LENGTH:

3:15

SUMMARY:

This challenge course is composed of several stations, so a variety of skills can be practiced and all students can have a more active role in the scheduled class time. Included in this course: crawl, forward roll, log roll, crawl through tunnel, balance beam and stairs.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Challenge Course. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Challenge Course.

A challenge course has many activities. How many of these can you do?

Crawl under the wands.

Try to stay low and not touch the wands.

When crawling, try to use the arm on one side of your body and the leg of your other side at the same time.

When doing the forward roll on a wedge mat,

Squat on the edge of the mat,
Tuck your head and roll.

This mat will help you learn to do the forward roll.

To do the log roll

Lie on the mat with the feet together and arms over your head.

Roll over and over.

As you roll, keep your body straight.

Crawl thru the tunnel.

Keep your head up and eyes straight ahead.

Next, walk along the balance beam.

Stand straight and keep your eyes straight ahead.

When walking backwards, place one foot carefully behind the other.

When walking up and down the steps, keep your body as straight as possible.

Put one foot on each step.

Place the entire foot on the step.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

WHEEL TOYS

PLANNED FOR:

Pre-school and Primary Grades

PARTICIPANTS:

Shoemaker School

Celia - cerebral palsy
Tami - cerebral palsy
Jill - cerebral palsy
Jayme - cerebral palsy
Byron - cerebral palsy
David - cerebral palsy
Natalie - cerebral palsy

LENGTH:

3:24

SUMMARY:

This film includes getting on the toys, entering and exiting the traffic course, spacing, pedaling and turning.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Riding Wheel Toys. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Riding Wheel Toys.

Wheel toys are fun to ride.

Get on your wheel toy. Sit in the center of the seat so that your weight will be evenly balanced. Be sure your hands are on the handle bars or the steering wheel and your feet are on the pedals.

Enter the traffic course at the entrance.

Ride your car in the traffic course. Ride in one direction, and ride single file in the traffic lane.

Keep a large space and a safe distance between the front of your toy and the back of your friend's toy.

When riding the Irish Mail, pull the bar toward you. Let it move away and pull again.

The faster you pull, the faster you move. The slower you pull, the slower you move.

When riding a tricycle, hold on with your hands, push down with one foot, and then down with the other foot. Keep on pedaling by pushing down with one foot and then down with the other foot.

When you push your feet fast, the toy goes fast.

When you push slowly, the toys go slowly.

To turn left, slow down. Push the bar with your right hand and pull it with your left hand. Remember to slow down by pushing your feet up and down slowly.

To turn the tricycle, keep both hands on the bars. Turn the bars to the left when you want to go left.

Keep a large space between your toy and your friend's toy.

When you finish riding, you may leave the traffic course at the exit.

Development of Playground and Recreation Skills

SAND PLAY

PLANNED FOR:

Pre-school and Primary Grades

PARTICIPANTS:

Sellery School

Dimitry - cerebral palsy
Loren - spina bifida
James - osteogenesis imperfecta
Timothy - cerebral palsy
Michael - cerebral palsy
Narvelda - cerebral palsy
Marilyn - cerebral palsy
Kimberley - cerebral palsy

LENGTH:

3:20

SUMMARY:

This film illustrates smoothing and patting the sand, picking the sand up and putting it down. Digging a hole with hands and objects. Filling objects and making piles of sand.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Sand Play. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Sand Play.

There are many things you can do with sand.

Rake the sand.

Take your hands and move them slowly and carefully over the sand to make the sand smooth and level.

Smooth and pat the sand.

When you keep on patting the sand, it gets hard and firm.

Let the sand run through your fingers.

Remember to keep the sand in your hands down low so it does not blow.

Use a cup to dig in the sand.

Strain the sand by moving the strainer so the sand will come through it.

Dig a hole in the sand.

How many more things can you do with sand?

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

CLIMBING TREE

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Shoemaker School

Celia - cerebral palsy
Thomas - cerebral palsy
Andrew - cerebral palsy
Jayme - cerebral palsy
Mark - spina bifida
Sharon - delicate
Natalie - orthopedic
Sonja - orthopedic

LENGTH:

3:26

SUMMARY:

This film illustrates how to mount and dismount a climbing tree. It covers grips, foot position, moving around the apparatus and safety hints.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Climbing Tree. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Climbing Tree.

There are many activities to do on the climbing tree. You can climb on, go all the way around without touching the ground and climb off.

Step up onto the lowest bar, one foot at a time and grasp the highest level for a hand hold.

When traveling around the climbing tree, move with your feet on the lowest level, keeping at least one hand and one foot on the bar at all times.

When using the climbing tree, there should be only a few pupils on the tree at any one time. Those waiting their turn should wait a safe distance away. They enter on one path, climb on, take their turn and climb off by another path.

Slide feet along the lowest bar, one at a time.

Use the overhand grip. Place both hands on the top bar, thumbs under the bar, fingers over it, and the backs of the hands toward your face.

Remember to keep one hand and one foot on the bars at all times.

When you reach the path to leave the climbing tree, hold on with both hands as you step down to the mat one foot at a time. Then walk to the end of the line to await your next turn.

Development of Playground and Recreation Skills

PLAYSCAPE

PLANNED FOR:

All Elementary Ages

PARTICIPANTS:

Blend School

Linda - visually handicapped
Teddy - visually handicapped
Ricky - visually handicapped
Jeffrey - visually handicapped
Barbara - visually handicapped
Dhea - visually handicapped
Richard - blind

LENGTH:

3:37

SUMMARY:

This film shows various pieces of the playscape apparatus and tells how it can be used. Included in the film are the tunnel, the Wing Ding, the Ring A Ding, the Squirrel House, the Cats Cradle, the Spiral Steps and a Play House.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Playscape Climbing. The film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Playscape Climbing.

The playscape is made up of several different pieces of equipment. They are a tunnel, a climbing fence, called a wing ding, a frame called a ring a ding, a squirrel house which you may enter, a cats cradle, spiral steps, and a play house. They have been arranged so that you can move from one piece to the other easily.

See how many ways you can move on the playscape. Remember to keep a firm grip with at least one hand, and to keep a safe foothold with one foot at all times.

The tunnel is made of bars and rings of metal with spaces. Climb through the tunnel head first, feet first, or step over the bars.

The wing ding is a zig zag fence with many crossbars to provide handholds and footholds. Grip firmly with the fingers around the bars and the thumb under the bar. Keep a secure handhold with one hand at all times. You may move up, down, or sideways on the wing ding.

Move from the wing ding to the vertical climbing frames called the ring a ding. Pretend you are climbing a tall tree in the forest. Place the feet carefully as you move up, down, and sideward from one tree to another.

Move next to the squirrel cage. You may also call this boxlike structure a flying saucer or spaceship. You can rest inside as you zoom to the moon or sit on top and enjoy the view of the Milky Way.

The cats cradle is a hexagon of bars that looks like a spider web. Enter from the bottom or climb over the top. You can make the cats cradle shake and sway if you pull and push with your feet and hands.

Now use the spiral stairs to climb up to the play house. Climb onto the roof and then down through the opening on the ladder to the inside.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

SOFT TUMBLING - LOG ROLL

PLANNED FOR:

Beginning Tumbling
(Primary or Middle Grades)

PARTICIPANTS:

McBride School

Jose - cerebral palsy
Tom - cerebral palsy

LENGTH:

2:16

SUMMARY:

This film shows a progression of the log roll, using the porta-pit fatty mat and wedge. Using the wedge, the film shows taking a starting position, hand and leg position and the roll. The log roll on the flat mat emphasizes hand and feet position and the hip and shoulder turn to start the roll.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Soft Tumbling - Log Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Soft Tumbling - Log Roll.

It is easier to roll down hill than on a flat mat.

Lie on the incline mat - feet together, hands over head, roll.

Turn your hip and shoulder so you roll down the mat.

Now do the log roll using the flat mat.

Hands over head, feet together, turn your hip and shoulder and roll.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

CRAB WALK

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

Randy - brain damage
David - cerebral palsy
Jackie - deaf
Tammy - deaf

LENGTH:

3:01

SUMMARY:

This film illustrates how to get into position and how to do the crab walk, forward, backward and sideward.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Crab Walk. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Crab Walk.

Start the crab walk from a squat position at the end of the mat.

Reach back and put both hands flat on the mat, keeping your back flat.

Support your weight equally on both arms and legs.

Walk face up in this position.

Keep the body in as straight a line as possible, and the hips in line with the knees and shoulders.

Now, change direction by going backward and then forward.

Move, using your right hand and left foot together and your left hand and right foot together.

Practice moving backward - forward.

To your left and to your right.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

LOW BAR - SKIN THE CAT

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Blend School

Anita - partially sighted
Cynthia - low vision
Diane - partially sighted
Richard - blind

LENGTH:

3:00

SUMMARY:

This film includes the hand grip, mounting the low bar and a detailed explanation of how to do under the low bar somersault.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Low Bar - Skin The Cat. The film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Low Bar - Skin The Cat.

This is a low horizontal bar. You can do many stunts on the low bar. These children are practicing mounting the bar.

Stand in front of the bar and grip the bar with both hands.

Place your hands so that the fingers are over the top of the bar and the thumbs are under the bar. This is an overhand grip.

Mount the bar by bending the knees and springing up.

Watch this girl do a back knee circle and under bar somersault backward and forward and return to a stand.

Jump to a mount, bring one leg over the bar, move the hand to the outside, bring the other leg over the bar, move the other hand to the outside, now sit back catching the bar behind the knees, swing under the bar and let the feet drop to the ground - push back through tucking the feet under the bar and stand.

Jump to the bar, bring one leg over, move hand to the outside, bring the other leg over, move the hand to the outside. Now sit back, swing under and drop to the ground, rest a moment and push off the ground, tucking the feet under the bar and stand.

Here is another girl doing the same trick. See how she keeps a firm grip on the bar at all times.

Doing Skin The Cat under bar somersault is fun. Practice and instruction will lead to skilled performance.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

LOW BAR KNEE CIRCLES

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Shoemaker School

LENGTH:

2:09

SUMMARY:

This film includes the use of the overhand grip and the reverse grip, mounting the bar, a single knee support position, circling forward and circling backward.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Low Bar Knee Circles. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Low Bar Knee Circles.

This is a low horizontal bar.

From a stand in front of the bar, grip the bar with both hands. Use an overhand grip.

Fingers on top of the bar, thumbs under the bar.

Mount the bar by bending the knees and jumping to a front support.

Assume a single knee support position by placing the leg over the bar and shifting the hand to the outside again.

This is a single knee circle forward.

Watch it again in slow motion.

From a single knee support position, swing the free leg forward and then backwards; push the body up slightly away from the bar and continue the swing of the leg downward and backward.

Be sure the hands are in a reverse position, fingers under the bar, thumbs on top. Lead with the head as the circle is tried.

Watch it once more.

This is a single knee circle backward.

From a single knee support, swing the free leg backwards and push up slightly away from the bar.

Hook the back of the knee to the bar. Lean backward with the head and shoulders throughout the circle and near the finish of the stunt. Pull strongly with the arms and end on top of the bar again.

Practice with instruction can lead to skilled performance on the low horizontal bar.

Development of Playground and Recreation Skills

HORIZONTAL LADDER - HANGING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Blend School

Leslie - totally blind
Richard - blind

LENGTH:

3:19

SUMMARY:

This film shows a variety of hanging stunts as done on the horizontal ladder, the "Pencil" or straight hang, chinning, the "half lever or L" and the "Eggbeater". It also includes instruction in mounting and dismounting and in the overhand grip.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Horizontal Ladder - Hanging. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Horizontal Ladder - Hanging.

The horizontal ladder is a good piece of apparatus for arm and shoulder strength.

Mount the ladder from the end. Place one hand on each of the poles. Climb both steps on the ladder.

Reach and grasp the rung of the horizontal ladder with one hand followed by the other.

Use the overhand grip. The thumbs are under the bar, the fingers over it, and the backs of the hands are toward the face.

Hands should be shoulder width apart.

To do the stunt called the "Pencil" the pupil hangs from a rung with feet pointed to the ground.

Dismount by letting go with both hands, and dropping to your feet.

Land on the balls of the feet and bend your knees.

When using the ladder for chinning, start in the hanging position. Pull up until the chin is above the bar.

Elbows fully bent. Keep your legs straight and point your toes. Return slowly to starting position.

The "half lever" or "L" begins in the hang position. The legs are brought up parallel to the ground with the knees straight and the toes pointed.

To do the Eggbeater begin in a side hanging position and twist the body so that it moves in a circle.

Development of Playground and Recreation Skills

HORIZONTAL LADDER - TRAVELING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Blend School

Anita - partially sighted
Cynthia - low vision
Victoria - partially sighted
Diane - partially sighted
Richard - blind

LENGTH:

2:30

SUMMARY:

This film includes demonstration and instructions on mounting the horizontal ladder, the over hand grip, rung travel forward, double rail travel, alternate rung travel, and dismounting.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Horizontal Ladder - Traveling. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Horizontal Ladder - Traveling.

Arm and shoulder strength may be developed on the horizontal ladder.

The ladder may be used for hanging and traveling.

For rung travel forward,

Grasp the first rung with one hand and move the second hand to the same rung.

Using the overhand grip, with the thumb under the bar and the fingers over, travel forward as far as possible, grasping each rung.

Stand facing the end of the ladder and climb the steps.

Place one hand on one rung and bring the other hand to the same rung.

Dismount by climbing down the steps at the end of the ladder.

For single rail travel grasp the same side rail with both hands.

Use the overhand grip, palms of both hands facing inward.

For double rail travel,

Grasp the rails with palms of both hands facing inward - and swing to a hang position.

Travel forward as far as possible, move one hand and then the other.

For alternate rung travel -

Use the overhand grip.

Grasp the first rung with one hand and the third rung with the other. Travel forward by using alternate hands.

Development of Playground and Recreation Skills

BASKETBALL - CHEST SHOT

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lowman School

Joseph - leg perthes
Jay - quadraplegic cerebellar ataxia
Kenneth - double leg perthes
Lisa - spina bifida
Victor - cerebral palsy
Jose - leg perthes
Carl - double leg perthes

LENGTH:

3:01

SUMMARY:

This film shows hand position, foot position, and how to execute the chest shot. In addition, the emphasis is on the use of a low modified basket and the regulation height basket to accommodate various skill levels and handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Basketball Chest Shot. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Basketball Chest Shot.

The chest shot is made from a stationary position, 6' - 8' from the basket.

Stand with one foot slightly forward and knees bent.

Lean slightly toward the basket. When performing this shot, keep your eyes on the basket.

Hold the thumbs slightly under the ball.

The low basket may be used for those who cannot reach the regulation basket.

For long shots the ball is dropped from the chest to the waist and pushed forward and upward close to the chest.

Aim at the rim of the basket.

Practice shooting will improve accuracy.

Feet in a forward stride position, bend the knees.

Remember, straighten the knees, hips and ankles as the ball is released.

The entire body should follow through in the direction of the basket.

As the ball is released, the palms face the basket, and the thumbs point upward and inward.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

BASKETBALL - SET SHOT

PLANNED FOR:

Upper Grades

PARTICIPANTS:

Lowman School

Real - hemophilia
Nabil - leg perthes
Matthew - urinary problem

LENGTH:

2:01

SUMMARY:

This film covers the set shot, hand placement, feet and legs and the follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Basketball - Set Shot. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Basketball - Set Shot.

The set shot adds variety and accuracy to the game of basketball.

The shooting hand is behind and under the ball.

Keep your eyes on the basket.

This shot should be done with a rhythmic motion.

Bend knees and then extend the body as the shot is made, letting the feet come off of the floor.

Push the ball up, using strong wrist action and extension of the arm.

Follow thru with the fingers pointing straight toward the basket.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

BASKETBALL DRIBBLE

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lokrantz School

Julie - seizures
Randy - cerebral palsy
Steve - cerebral palsy
Shawn - leg perthes
Ricky - spina bifida
Jim - Kidney defect
Maeve - cerebral palsy

LENGTH:

2:27

SUMMARY:

This film describes and shows how to handle a ball, how to control the dribble and how to direct the ball while running to retain control.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Basketball Dribble. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Basketball Dribble.

Dribbling is the continuous bouncing of the ball.

The ball is bounced over and over again.

The ball should be pushed with the fingertips, not batted.

Keep the ball below waist height.

For best control, the dribbler should have his hand cupped when the fingers touch the ball. The wrist and hand furnish most of the force for the dribble.

The hand should "feel" the ball coming back up just before pushing for the next dribble.

The ball must be pushed so that it hits the floor in such a way that it will rebound to the distance the player wishes to move.

The body has a slight forward lean, but the head should be kept up.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

BATTING WITH A TEE

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lowman School

Joe - bilateral leg perthes
Debbie - leg perthes

Lokrantz School

Louis - amputee
Steve - cerebral palsy
John - cerebral palsy
Tony - leg perthes
Billy - arthrogryposis
Dave - cerebral palsy

LENGTH:

2:51

SUMMARY:

This film shows the hand and arm position, stance of the batter, and the take off for first base. In addition, there are varieties of batting tees and types of balls shown, to accommodate various skill levels and handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Batting With A Tee. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Batting With A Tee.

Batting should be practiced often.

The bat should move parallel to the ground with a smooth swing.

Hold the bat firmly and assume a natural position at the plate.

This is a left handed grip.

When learning to bat a ball, a tee may be used.

When in a ready position, the knees should be slightly relaxed.

As you swing the bat, shift the weight by stepping forward.

Allow the bat to swing forward easily with the ball.

After hitting the ball, run to first base.

The standard grip is the best for most students.

Place the left hand near the end of the bat and the right hand above the left and close to it.

The elbows well out from the body.

The elbows and wrists get into the swing as the bat meets the ball.

A large ball can be used for beginners.

Rotate the hands after the ball has been contacted.

Shoulders even.

Keep your eyes on the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

VOLLEYBALL PASS

PLANNED FOR:

Secondary Girls

PARTICIPANTS:

Widney High School

Carolyn - double amputee
Ann Marie - tuberous growths
Brenda -rheumatoid arthritis, colostomy, ulcer, tumors
Olivia - post polio
Julie - asthma, eczema
Sylvia - post polio
Lindy - slipped capital femoral epiphysis

LENGTH:

2:43

SUMMARY:

This film on the volleyball pass emphasizes: the use of the pass, hand and finger position, foot position, contacting the ball and follow thru.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Volleyball Pass. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Volleyball Pass.

Use the pass for playing the ball at chest level and higher.

Hands are held with fingers spread. Form a triangle with thumbs and index fingers.

The wrists should be back, the elbows bent and at shoulder height.

One foot slightly forward for better balance.

Contact the ball with the fingers and the thumb simultaneously, the wrists having a flicking motion.

As the ball is hit, the knees and arms move upward and forward.

Follow through high in the air, in the direction the ball is to go.

Practice passing the ball high and accurately to become a better volleyball player.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

VOLLEYBALL SERVE

PLANNED FOR:

Secondary Girls

PARTICIPANTS:

Widney High School

Cindy - grand mal seizures
Regina - spina bifida
Cheryl - psycho-motor seizures
Lindy - slipped capital femoral epiphysis
Corzann - electrical burns
Maria - cerebral palsy

LENGTH:

2:21

SUMMARY:

This film covers the underhand serve in volleyball. Stance, hand position, arm swing, contacting the ball, the shifting of weight and follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Serving A Volleyball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Serving A Volleyball.

Since all players serve in the game of volleyball, it is important that each player is able to serve correctly.

Stand facing the net, with the left foot slightly forward and pointed toward the net.

Hold the ball in the palm of the left hand.

Serve in one smooth action.

Strike the ball below the center with the heel of the hand.

Move the right arm backward. Hit the ball off of the palm of the left hand.

On the back swing, move the weight back, and as the ball is contacted, shift the weight to the forward foot.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

SOFT TUMBLING - FORWARD ROLL

PLANNED FOR:

Beginning Tumbling
(Primary - Middle Grades)

PARTICIPANTS:

McBride School:

Craig - cerebral palsy
Augustine - post polio

LENGTH:

3:09

SUMMARY:

This film shows the progression of the forward roll as done on the porta-pit fatty mat and incline pad. It shows hand and arm placement, head placement, the roll and recovery on the incline pad and on the flat mat.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Soft Tumbling - Forward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Soft Tumbling - Forward Roll.

When using a wedge mat and the bolster for the forward roll

Place your arms over the bolster, keep your chin against the bolster

Roll over

When using the wedge alone, stand on the wedge, knees bent, hands shoulder width apart.

Tuck your chin against your chest.
Hold the weight on your hands,
until your shoulders touch the mat.

Now let's try the same on the flat mat.

Standing on the mat
Hands shoulder width apart
Tuck the head under.

Transfer your weight from your hands to your shoulders and roll over.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

SOFT TUMBLING - BACKWARD ROLL

PLANNED FOR:

Beginning Tumbling
(Middle Grades)

PARTICIPANTS:

McBride School

Robbie - leg perthes

LENGTH:

2:45

SUMMARY:

This film shows a progression for learning the backward roll using a porta-pit fatty mat and wedge. It shows the backward roll using the wedge, hand placement, and tuck. It then shows the roll on a flat mat with hand placement and tuck.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Soft Tumbling - Backward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Soft Tumbling - Backward Roll.

A wedge mat makes it easier to do a backward roll.

Start on the edge of the mat.

Rock back and start to roll onto the back.

Place hands above the shoulders, roll back and push off with your hands.

Keep your knees tucked to your chest. Roll to your feet, finishing in a squat position.

Place hands behind the shoulders. Fingers pointed back. Push with your hands and start to roll.

Now practice using the flat mat.

Rock onto your back.
Place your hands above your shoulders.
Push off with your hands and keep your knees and chin to your chest.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

HEAD BALANCE

PLANNED FOR:

Secondary

PARTICIPANTS:

Marlton Secondary School

Darran - hard of hearing
Sy - deaf
Mike - deaf

LENGTH:

2:34

SUMMARY:

This film shows the student how to execute a head balance. The basic triangle position for the hands and head, the kick up, the return to starting position, and for the more advanced, going into a forward roll. The role of a spotter for the beginner is also included.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Head Balance. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Head Balance.

This stunt is balancing on the head and hands with the feet straight overhead.

Begin with a triangle position.

Lean forward and place your head on the mat.

Lift and straighten the legs and arch your back.

A spotter should be used while learning this stunt.

The best position for the spotter is to the side and slightly in front of the performer.

To come down from this stunt -- return the legs to the mat in the same manner as they were put in position.

Hands on the mat -- pointing straight ahead --

one leg extended -- one leg bent -- knee under shoulders.

Lift toes from the mat, kick up with the extended leg.

Another way to return to your feet is to tuck the head and do a forward roll.

An alternate way to get back to the mat is to tuck the head and roll.

Development of Playground and Recreation Skills

TUMBLING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins Syndrome - hearing loss
Kevin - congenital abnormalities of lower spine, left hip, knee and foot

LENGTH:

2:08

SUMMARY:

When three or more basic tumbling skills are learned, these can be combined into a short tumbling routine. This film shows examples of two tumbling routines developed by youngsters with modifications for their various handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Tumbling. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Tumbling.

A tumbling routine is a series of stunts that are all linked together.

These basic skills are combined in such a way that the performer moves up and down the mat.

This routine begins with a cross sit and then a rising sun - a forward roll, dervish jump - a backward roll and finishes with a jackknife.

Another routine begins with a jackknife, and continues with a forward roll, the bird, a push up and a jump turn.

Once you've learned three or more basic tumbling skills -- try putting them together to make up a tumbling routine.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Rhythmic Skills

WALKING

PLANNED FOR:

Primary - Middle Grades

PARTICIPANTS:

McBride School

Karen - trainable mentally retarded
Debbie - orthopedically handicapped
Gerardo - trainable mentally retarded

LENGTH:

2:15

SUMMARY:

This film contains a variety of ways to use the basic walking step. It shows the angles of push off, the transfer of weight, the arm swing, as well as walking fast, slow, on tiptoes, etc.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Walking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Walking.

Walking is a basic skill. We use it to move about in our daily tasks.

Transfer the weight of the body from the heel to the ball of the foot.

The weight of the body is transferred from the heel to the ball of the foot ..... then to the toes for the push-off for the next step.

Toes are pointing straight ahead.

Swing the arms freely from the shoulders in opposition to the feet.

The body is straight.

Look straight ahead at eye level.

Swing the legs from the hips, bend the knees so you lift your feet off the ground.

We can walk in many different ways

On tiptoes .....

Down low,

With small steps -

And with giant steps.

And you can march with music.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Rhythmic Skills

CLAP YOUR HANDS

PLANNED FOR:

Pre-school - Primary
and Middle Grades

PARTICIPANTS:

Lokrantz School

Thomas - convulsive disorder
George - cerebral palsy
Stephanie - cerebral palsy
Tony - cerebral palsy
Timothy - leg perthes
Douglas - brittle bones
Vicki - cerebral palsy
Janice - congenital meningomyelocade with surgical correction
David - cerebral palsy
Connie - repaired colostomy

LENGTH:

2:36

SUMMARY:

This shows the mimetics of hand activities and the following of rhythmic directions.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Clap Your Hands. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Clap Your Hands.

Clap your hands and hold them tight.

Shake them to the left and shake them to the right.

Turn one hand high and the other hand low.

Clap your hands and roll that dough.

Point your left elbow in - now your right.

Slap your knees and hold them tight.

Reach up high and way down low.

Scatter all the dust and away we go.

(Total four times)

Development of Rhythmic Skills

GERMAN CLAP DANCE

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

Troy - spina bifida
Randy - cerebral palsy
Shawn - leg perthes
Douglas - brittle bones
Susan - hydrocephalic with shunts
Janice - congenital meningomyelocade with surgical correction
David - cerebral palsy
Maeve - cerebral palsy

LENGTH:

2:34

SUMMARY:

This is a beginning folk dance that includes working with a partner. The skills are clapping hands, tapping feet, and turning with a partner.

DANCE DESCRIPTION:

Meas.

1 Now with your hands go
(Four steps forward.)

2 Clap, clap, clap. Now
(Four steps forward, clapping hands three times - beats 1,2,3.)

3 With your feet go
(Four steps forward.)

4 Tap, tap, tap. Then
(Pause, face partners and stamp three times - beats 1,2,3.)

5 Have a care, my
(Place right elbow on back of left hand and shake right forefinger at partner three times - beats 1,2,3.)

6 Partner there, or
(Place left elbow on back of right hand and shake left forefinger at partner three times - beats 1,2,3.)

7 In our fun you'll
(Join right hands high; each makes a complete turn around toward the right under the arch. Finish facing partner.)

8 Have no share.
(Stamp three times, left, right, left - beats 1,2,3.)

Development of Rhythmic Skills

GUSTAF'S SKOAL

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lokrantz School

Troy - spina bifida
Shawn - leg perthes
Larry - speech disability, learning problems
Mary Beth - cerebral palsy
James - cleft palate, imperforate anus
Maeve - cerebral palsy, hemiplegia
Robert - cerebral palsy

LENGTH:

3:18

SUMMARY:

Basic pattern and the two parts of the dance are shown and repeated several times.

DANCE DESCRIPTION:

Gustaf's Skoal
(Basic 4th Grade Dance)

Square formation.
(Four couples face the center in a hollow square.)

Meas.	
4	Introduction
	Part A - Lords and Ladies (Slow)
1-2	With inside hands joined, all Head Couples walk 3 steps (R,L,R) toward each other and bow, leaving weight on the right foot; then they walk backward to place (L,R,L) and bring feet together, leaving weight on the left foot.
3-4	Side Couples repeat the action of Measures 1-2 above.
5-6	Head Couples repeat the action of Measures 1-2 again.
7-8	Side Couples repeat the action of Measures 1-2 again.
	Part B - Country Folk (Fast)
9-12	Head Couples advance toward each other with running steps, while the Side Couples stand in place with inside hands joined high to form an arch; then Head Couples turn so that partners are back to back and run under the arch which they face with running steps; after passing under the arch they run back to their home positions.
13-14	Side Couples repeat the action of Measures 1-12 above, while Head Couples form the arches.

The entire dance is performed a total of 3 times.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Swimming Skills

BREATH CONTROL

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Lisa - cerebral palsy
Mike - cerebral palsy
Eddie - orthopedically handicapped
Douglas - delicate
Alan - cerebral palsy

LENGTH:

2:03

SUMMARY:

This film shows how to breathe in and out thru the mouth and nose, how to blow bubbles and the rhythm for the air exchange.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Breath Control. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Breath Control.

When you have learned to enter the shallow water and move around, you are ready to learn breath control.

Breathe in thru the mouth and out through both mouth and nose.

Breathe in thru the mouth and out through the mouth and nose.

Breathe in through the mouth and out through mouth and nose underwater.

Sink down and blow bubbles as you go under and come back up.

Each exchange of air should take 4 to 5 seconds.

Bubble - bubble - bubble - breathe.

When you learn to breathe in and out comfortably - practice till you can do it 10 or more times without missing.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Swimming Skills

FLOATING

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Lisa - cerebral palsy
Mike - cerebral palsy
Eddie - orthopedically handicapped
Douglas - delicate
Alan - cerebral palsy

LENGTH:

1:43

SUMMARY:

This film shows the breathing, the hand and leg position and how to regain a standing position. It also shows how to move from a jellyfish float to the airplane and back to the jellyfish float.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Floating. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Floating.

This is a jellyfish float.

To do a jellyfish float, place hands on knees, take a breath, slide the fingers down toward your toes and let yourself float with arms hanging down and head in the water.

To stand - straighten the legs - place the feet on the bottom and then raise the head out of the water.

When you have learned the float in the tuck or jellyfish position, you may then open up into a face or prone float by stretching the arms forward and the legs back - then tucking again and standing.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Swimming Skills

BACK FLOAT

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Kenji - cerebral palsy
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:48

SUMMARY:

This film shows the method of getting into position for a back float. It includes breathing, head, arm and body position and also shows how to retain a standing position.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Back Float. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Back Float.

This is a back float.

Start low in the water - sit on your heels - bend the neck and place the back of your head in the water - so that your ears are under -

Take a deep breath through your mouth and hold the air in your chest.
Now press up with your hips so that your feet float off the bottom - you may move your feet a little if necessary.

To stand up from a back float - bend the knees - tuck the chin forward to the chest and sit up - your hips will sink and your feet will come to the bottom.

Practice standing up several times so that you can do it easily.

When you have learned the back float, you may begin to learn the back flutter kick.

Development of Swimming Skills

PRONE GLIDE

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:37

SUMMARY:

This film shows the progression of learning, beginning with breathing, the prone float, push off and how to retain a standing position.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Prone Glide. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Prone Glide.

Floating and gliding is a beginning step in learning the crawl stroke.

The natural floating position when floating in a face down or prone position is with the face under water.

Take a breath, put the head down, push off with one or both feet and float forward with the arms extended.

To stand up, bend the legs - pull the knees up under the body - then put your feet on the bottom - press down with your arms and raise the head -

The glide is always started from a low position in the water -

When the prone glide has been learned, begin working on the flutter kick.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Swimming Skills

KICKING

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:33

SUMMARY:

This film shows the flutter kick, the extension of the ankle and the movement of the leg, the bending of the knee, and keeping the kick under the water's surface.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Kicking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Kicking.

Flutter kicking is an up and down movement of the leg.

Extend the ankle and move the leg from the hip. The knee should bend slightly while kicking.

Legs should begin kicking as soon as floating position is reached.

Keep the kick under water and the feet close together.

Move the legs smoothly - at a comfortable speed - keep the feet just under the surface of the water.

Practice and instruction will develop a strong kick.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Swimming Skills

BEGINNING STROKE

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Kenji - cerebral palsy
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

1:55

SUMMARY:

This film shows the progression from the learning of the kick, and the addition of the arm stroke, the dip into the water, the pull and the position of the arm.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Beginning Stroke. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Beginning Stroke.

When the kick has been learned, add the arm stroke.

Use your arm as a paddle. Dip it in the water - pull yourself forward, then lift it out of the water while you pull with the other arm.

The arm movements may be learned out of the water. Keep the arms straight and move from the shoulder.

Practice pulling in the water before you try it with your kick.

Always start with the kick first, then add the arm stroke.

The arm movements are much slower than the kick.

Let the body turn in the water to help with the stroke.

Roll or turn to the side as the arm pulls.

Place the hand in the water carefully -

Develop skill in using the kick and the arms and you will have a beginning stroke.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Physical Fitness

ENDURANCE - RUNNING

PLANNED FOR:

All Grades

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Pedro - deaf
Dahl - hard of hearing

LENGTH:

2:06

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, running, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Endurance - Running. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Endurance - Running.

One good activity for developing endurance is running.

Start by running in place.

Run with elbows bent, using arms in opposition with legs.

Raise knees high

Run slowly

Then vigorously

Slowly

Vigorously.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Physical Fitness

ENDURANCE - JUMPING JACKS

PLANNED FOR:

Upper Elementary Grades
Secondary

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Pedro - deaf
Dahl - hard of hearing

LENGTH:

2:27

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, jumping jacks, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Endurance - Jumping Jacks. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Endurance - Jumping Jacks.

To do jumping jacks

Stand tall

Jump in a wide stride position, and fling arms up sidewards.

Jump, feet apart and then together.

To build endurance, do a set number of jumping jacks, or do them for a long period of time.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
CAL EDUCATION FOR THE HANDICAPPED

Development of Physical Fitness

ENDURANCE - GRASSHOPPER

PLANNED FOR:

Secondary

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Dahl - hard of hearing

LENGTH:

2:03

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, the grasshopper, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Endurance - Grasshopper. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Endurance - Grasshopper.

To improve endurance, do a vigorous exercise many times.

One good activity for developing endurance is called the grasshopper.

To do the grasshopper

Take a squat position

Place your hands under your shoulders, just in front of your knees.

Extend one leg backward

Change legs

Bring the knee up under the chest and extend the other leg. Change leg positions as fast as possible.

Start from a squat position

Continue the grasshopper as long as possible to improve your endurance.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Physical Fitness

BALANCE - STANDING

PLANNED FOR:

All Levels

PARTICIPANTS:

Marlton School

Sergio - hard of hearing
Michael - deaf
Dahl - hard of hearing

LENGTH:

2:10

SUMMARY:

This film includes both static and dynamic balance activities, including: the stork stand, and a balance board.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Balance - Standing. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Balance - Standing.

Balance is the ability to hold a body position. Static balance is the ability to maintain a position in a held position, as in the stork stand.

To do the stork stand, stand on one foot. Place the sole of the other foot against the calf of the supporting leg.

Shift your weight to one leg and place the sole of the foot against you.

Try the stork stand on the other leg.

Shift your weight to one leg, and place the sole of the other foot against the supporting leg.

Try this stunt with your eyes closed.

Dynamic balance is the ability to maintain a position while on an unstable base. The balance board lets you balance with a moving base.

When stepping onto the balance board, try to center your weight over the base of movement.

Move your body and your arms to help you with your balance.

The balance board has a small base of support.

Development of Physical Fitness

BALANCE - WALKING

PLANNED FOR:

All Levels

PARTICIPANTS:

Marlton Junior High School

Sergio - hard of hearing
Michael - deaf
Dahl - hard of hearing

LENGTH:

2:32

SUMMARY:

This film covers beginning dynamic balance activities beginning with walking a line and then progresses to the balance beam, stork stand and a bird on the balance beam.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Balance - Walking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Balance - Walking.

To practice keeping your balance while walking, start by practicing on a line.

Place one foot along the line, place the heel of your other foot at the toe of your first foot.

Continue walking heel to toe along the line.

Try to keep your eyes straight ahead.
Use your arms to keep your balance.

Next, try walking on a balance beam.
Place one foot in front of the other.
Keep your eyes straight ahead.
Use your arms for balance whenever necessary.

After you've learned to walk on the balance beam, you can try several balance stunts on the beam.

Try to do a squat or a stork stand while balanced on the beam.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

CRAWLING

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School

Michelle - cardiac
Rhisa - cerebral palsy
Mara - cerebral palsy
Monique - cerebral palsy
Keith - cerebral palsy

LENGTH:

SUMMARY:

This film shows the basic technique of crawling. It illustrates the position and action of hands and legs when crawling in a prone position.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Crawling. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Crawling.

Crawling is a way to move while lying on your stomach.

Crawl forward, starting from a position with the hands in front of the head, palms down.

Reach forward with one arm and bend the leg on the other side with the knee and foot turned outward —

Pull with the forward hand and push with the other hand.

Push with the foot of the bent leg and straighten the leg.

Reach forward and continue —

Turn the feet outward, then push against the mat with the side of the foot.

Keep the body flat on the mat while crawling. Turn the knees and elbows outward.

Try crawling under a low bridge to see if you are keeping your body close to the mat.

You may also crawl on a bumpy surface. Place the hands flat on the mat, fingers pointed forward. Reach forward with the other hand as the body moves ahead.

Practice crawling in an alternate arm and leg manner on smooth and bumpy surfaces, and under obstacles. Practice crawling whenever you can.

Development of Motor and Movement Skills

BALANCE - WALKING

PLANNED FOR:

Preschool

PARTICIPANTS:

East Valley School

Jeff - trainable mentally retarded
Dana - trainable mentally retarded
Mark - trainable mentally retarded

LENGTH:

SUMMARY:

The ability to maintain equilibrium while in various moving balance tasks, i.e., walking lines. It shows the heel and toe position of the feet, arms, and eye positions to maintain balance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Balance - Walking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Balance - Walking.

Walk a line holding the arms out to the side for balance and the head up.

Use the playground lines to practice balance - walking.

Walk down the line slowly - place one foot in front of the other - touch the heel to the toe of the foot with every step. Hold the arms sideward for balance and keep the head up.

Place one foot very carefully on the line in front of the other, then shift your weight from the back to the front foot. Can you walk to the end of the line without stepping off?

Holding the arms out to the side will help you balance. Look straight ahead.

Practice balance walking on the playground lines -
Keep the head up - look straight ahead.
Use the arms for balance and walk slowly.

Development of Rhythmic Skills

MARCHING

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School/

Bobby - cerebral palsy
John - kidney disorder
Wayne - cerebral palsy
Blake - seizure disorder
Jim - cerebral palsy - prothesis
Mara - cerebral palsy
Jerilyn - Reilly-Day Syndrome
Lyn - cleft palate
Bonnie - seizure disorder
Darrell - cerebral palsy

LENGTH:

SUMMARY:

This film shows very young children beginning marching activities. An attempt has been made to move with rhythm and uniform arm and leg movement.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Marching. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Marching.

Begin by marching around a circle. Keep your body straight as a string. Keep your head up, look straight ahead.

When marching in place, lift your knees high, stand up tall. This is called marking time.

The heel of the foot comes off the ground first when you march. The toe of the foot touches the ground first when placing the foot back on the ground.

Swing your arms when you march. Let your arms swing smoothly from the shoulders, elbows bent.

When you swing one arm forward, the foot on the other side also swings forward.

Try marching down a line, then turn and march in a new direction.

Using a guide pole helps keep a group together while learning to march.

Lift the knees high, swing the leg straight forward.
Marching can be fun.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

JUMPING

PLANNED FOR:

Preschool

PARTICIPANTS:

Salvin School

Jade - cerebral palsy
Lya - cerebral palsy
Susan - cerebral palsy
Toi - cerebral palsy
Ezito - spina bifida
Miyoko - cerebral palsy
Andy - cerebral palsy
Patrick - hemophilia
Laurie - cerebral palsy

LENGTH:

SUMMARY:

This film shows the basic skills of jumping. It illustrates how to jump up, forward, sideways, with emphasis on arm movements, and how to land.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Jumping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping.

You can jump in many ways - you can turn while jumping.

A jump is a spring into the air made by pushing off both feet at the same time.

To jump vertically, start from a crouch, swing the arms forward and spring up into the air. Land on both feet, knees bent.

To jump forward, start in a crouch. Swing the arms forward and up, pushing off from both feet. Land lightly on both feet with knees bent.

Swing the arms in the direction of the jump.

Push off both feet, land lightly with knees bent.

To jump sideward, swing the arms to the side —
Jump to one side, then to the other.

See if you can jump from one hula hoop to another.
Remember to bend the knees and ankles, lean in the direction of the jump - then push off and spring into the air.

Development of Motor and Movement Skills

HOPPING

PLANNED FOR:

Preschool

PARTICIPANTS:

McBride School

LaShawn - cerebral palsy
Sean - seizure disorder
Pete - cerebral palsy
Harry - cerebral palsy

LENGTH:

SUMMARY:

This film shows the mechanics of how to hop, emphasizing the use of the arms and the ways to hop on lines and circles.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Hopping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Hopping.

Hopping is a jump on one foot.
Can you hop along a straight line?

Or around a circle?

To hop, the body is pushed off the ground on one foot and lands on the same foot.

When landing - land on the front of the foot - bend your knees and ankles.

An upward swing of the arms helps you hop.

Play follow the leader on playground lines.

Push off from the front of the foot and land on the same foot. Bend your ankle and knee as you land. Practice hopping in place.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

SKIPPING

PLANNED FOR:

Preschool

PARTICIPANTS:

McBride School

Pete - cerebral palsy
Glenda - autistic
LaShawn - cerebral palsy
Sean - seizure disorder
Mary - cerebral palsy

LENGTH:

SUMMARY:

The film illustrates the step-hop approach to skipping and various directions one can skip. It also shows how two children can do partner type activities.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Skipping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Skipping.

A skip is a step and a hop. Try skipping around a circle.

To skip - step forward with one foot and hop on the same foot. Then forward with the other foot and hop on it.

When skipping, keep the shoulders level and the head held high.

Begin by stepping on one foot and hopping one time on that foot -- stepping on the other foot and hopping one time on that foot.

Think of the words — Step Hop, Step Hop, Step Hop, Step Hop, Step Hop.

Be sure and use your arms to help you. Swing them evenly on both sides to help you keep your balance.

You can skip around in a circle —
You can skip fast and slow —
You can skip by yourself.

You can skip with a partner.
You can skip and change directions.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

BEANBAGS

PLANNED FOR:

Preschool

PARTICIPANTS:

Lowman School

Anthony - cerebral palsy
Brian - ataxia telangiectasia
Sheri - cerebral palsy
Eric - cerebral palsy

LENGTH:

SUMMARY:

This film shows how small children can manipulate a beanbag by pulling, squeezing, twisting, catching, throwing and balancing activities.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Beanbags. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Beanbags.

Balance the beanbag in one hand and grip it firmly with the fingers.

You can use a beanbag in many ways. You can twist it, turn it, wring it, and pull on it.

You can toss and catch a beanbag. Hold a beanbag in both hands in front of the body. Now toss it in the air and catch it again. Keep your eyes on the beanbag.

Begin with low tosses and increase the height as you gain more skill.

Try balancing a beanbag on the top of your head.

Now walk slowly — keep the head level so the bag will not fall off.

See if you can balance a beanbag on the top of one foot and walk forward.

Hold the beanbag between your knees and move forward without dropping it.

Try jumping with the beanbag held between the knees.

Make a long throw, run and pick it up.

Play catch with a friend. Stay close together — use both hands to catch the beanbag.

Practice throwing beanbags at a target board with holes on it.

Boxes may be used as targets.

Keep your eyes on the target when you throw.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

BOUNCING A BALL

PLANNED FOR:

Preschool

PARTICIPANTS:

Lowman School

Steve - communication disorder
Gina - cerebral palsy
Tara - hyperactive
Dell Junior - brain damage

LENGTH:

SUMMARY:

This film covers the beginning skills in bouncing a ball. It shows how to drop and catch a ball; activities that small children can do with balls.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Bouncing A Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Bouncing A Ball.

Learn to bounce a ball by dropping it from both hands and catching it again.

Hold a playground ball in both hands in front of the body.

Let the ball go —
Watch it as it drops and bounces up — grasp the ball again with both hands at the top of the bounce, waist high.

Now drop the ball again — and catch.
Drop and catch.
Drop and catch.
Drop and catch.

After you learn to drop and catch the ball, try meeting the ball with the hands at the top of the bounce and pushing it down again.

Keep the elbows bent and the hands in front of the body.

Now bounce the ball using one hand.

Move your hand and arm straight down with the ball.

Meet the ball as it bounces up with the hand at waist level.

Meet the ball smoothly with the hand, fingers spread as it rises from the ground, then push it down to the ground again.

Do not slap or spank the ball.

Turn slowly in a circle and continue bouncing the ball.

Bounce a ball while walking forward, changing direction around traffic cones.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

CATCHING A BALL

PLANNED FOR:

Preschool

PARTICIPANTS:

Sellery School

Roy - asthma
Yolanda - muscular dystrophy
David - spina bifida

LENGTH:

SUMMARY:

This film shows the basic skills used in catching playground balls. It illustrates the hand position for catching above and below the waist.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Catching A Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Catching A Ball.

When playing catch, hold the hands in front of the body, ready to catch the ball.

Catch the ball by closing the fingers around it. Bring the arms toward the body as the ball is caught.

Hold the arms, slightly bent, waist high, and with the palms toward the ball.

Keep your eyes on the ball as it comes to you.

The position of the hands and arms is changed with the level of the ball.

If the ball is above the waist, catch with the thumbs together and the palms forward.

If the ball is below the waist, catch with the little fingers together.

When catching a rolling ball, crouch in front of it and place the hands close to the ground. Let the ball roll up into the arms.

Keep your eyes on the ball all the way to your hands.

As the ball comes to you, give with your hands and arms, bringing the ball to your body.

Learn to catch the ball 5 times without missing.

SELECTED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

KICKING A BALL

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School

Bob - iliostomy bag
Kim - amputee
Darin - calostomy

LENGTH:

SUMMARY:

This film shows mechanics in kicking a stationary ball. The emphasis being on: keeping your eyes on the ball, stepping into the kick and following through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Kicking A Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Kicking A Ball.

Stand one step behind and a little to the left of the ball
Keep your eyes on the ball
Step forward and kick the ball
Follow through, extend the right leg high.

Hold the arms slightly to the side for balance
Bend the body slightly forward
Kick the ball.

Step forward and kick the ball a little below center.

Swing the leg from the hip —
Straighten your leg as you kick through the ball.

Take one step and kick the ball
Now do it again
Step and kick
Step and kick.

Mark an X just below the center of the ball.
Keep your eye on the X and
Try to make the shoe hit X —
on the ball.

Swing the kicking leg through the ball.

Shift the body weight forward to the left foot as you kick the ball,
Move the body in the direction of the kick.

Practice kicking.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

UNDERHAND THROW

PLANNED FOR:

Preschool

PARTICIPANTS:

Sellery School

Roy - asthma

LENGTH:

SUMMARY:

This film illustrates the skills in throwing a playground ball underhand. The film shows target activities for the children.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Underhand Throw. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Underhand Throw.

Stand in a stride position facing the target.

Hold the ball in both hands.

Step forward and throw the ball.

Keep your eyes on the target.

Swing the ball back to the right side of the body with the right hand underneath.

Step forward with the left foot, throw the ball upward and forward.

Shift the body weight from the back to the front foot as you throw the ball.

Use a bowling pin as a target.

Keep your eyes on the target as you step forward and throw the ball underhand.

Practice until you can hit the target 3 out of 5 throws.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

OVERHAND THROW

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School

Rhisa - cerebral palsy
Michael - seizure disorder
Gregory - cerebral palsy
Billy - cardiac

LENGTH:

SUMMARY:

This film is on the overhand throw emphasizing: position of body and feet, eye hand coordination and follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Overhand Throw. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Overhand Throw.

Practice throwing at a target from a short distance.

Stand in a stride position facing the target. Step forward with the front foot as you throw.

Hold the ball in your throwing hand.

Swing the arm back to the right side of the body — bring the ball over the shoulder near your head. Straighten the arm as it moves forward and let the ball go at the target.

As you throw the ball, shift your weight to the front foot by taking a step in the direction of the throw.

Point your throwing hand at the target as you throw the ball.

Keep your eye on the target while throwing.

Grip the ball firmly with the fingers spread.

Use several balls and practice throwing at a target.

Remember:
. Keep your eyes on the target.
. Take a step forward as you throw.
. Straighten your arm as you swing it forward and point at the target as you let go of the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

CRAB WALK

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School

Bob - kidney disease - iliostomy bag
John - cardiac
Donna - seizure disorder

LENGTH:

SUMMARY:

This film illustrates the method of performing the crab walk. Starting position, movement forward, backward, and sideward. Hand and body positions are shown in close-up and slow motion.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Crab Walk. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Crab Walk.

Support your weight on your hands and feet when doing the crab walk. Look up and keep the back straight.

Start the crab walk from a squat position. Reach back and put your hands on the mat. Support your weight equally on the arms and legs. Walk face up in this position.

Keep the body in as straight a line as possible. Try to keep your hips on the same level as your knees and shoulders.

Shift your weight from side to side as you place your hands.

You can crab walk in any direction — forward — backward — to the left or the right.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

LOG ROLL

PLANNED FOR:

Preschool

PARTICIPANTS:

Lokrantz School

Rhisa - cerebral palsy
Mike - seizure disorder
Billy - cardiac
Teri - orthrogryposis

LENGTH:

SUMMARY:

This film shows the techniques used in performing a log roll. The film shows starting position, hand and leg position and the roll. The log roll on the mats emphasizes hand and feet position and hip and shoulder turn to start the roll.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Log Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is:
Log Roll.

Lie on the mat, feet together, arms over head.
Roll —

Turn your hip and shoulder so you roll down the mat.

You can also roll down the mat with the arms held at the sides.

Watch a ball placed at the end of the mat while rolling.
This will help you keep your body straight on the mat.
And follow a straight path as you roll.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

FORWARD ROLL

PLANNED FOR:

Preschool

PARTICIPANTS:

McBride School

LaShawn - cerebral palsy

LENGTH:

SUMMARY:

This film illustrates the technique of performing the forward roll. Starting position, hand placement, head tuck, roll, and recovery are shown in front and side views.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Forward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Forward Roll.

Stand on the end of the mat - Bend the knees and squat.

Place the hands on the mat, shoulder width apart, fingers pointing forward.

To roll, tuck the chin to the chest, raise the hips — look back between your legs and roll.

Try to stay in a tuck position as you roll. At the end of the roll, grasp the shins and pull up onto your feet.

Stand up and roll again.

Practice rolling — place the hands carefully — tuck the head well under.

Roll forward on the shoulders and back.